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ABSTRACT

A final report on the regional seminar/workshops on women in the world of work conducted for selected leaders in vocational education and industry, this document contains the following information: a discussion of the current political, social, and economic patterns affecting vocational and career education; policies and procedures recommended by workshop participants to correct discrimination against women in education and employment; and the assessment of the success and impact of the seminar/workshops based on a follow-up survey of the participants. The appendixes include the follow-up questionnaire and results, lists of the general and local planning committees, the agenda, and the participants list. Also included in the appendix and comprising a major portion of the document are the speeches delivered by the seminar workshops by educators, lawyers, and government officials. The speeches are concerned with these topics: the composition of the nation's labor force; the laws and regulations affecting the education and employment of women; problems associated with the education and employment of women; the implication of issues emerging from the women's rights movement; career education concepts associated with women in the world of work; and the desirability of equal education and employment opportunities. (BM)

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FINAL REPORT

SEMINAR/WORKSHOPS ON

WOMEN IN THE WORLD OF WORK

U. S. OFFICE OF EDUCATION REGIONS III, IV AND V

Conducted By

TECHNICAL EDUCATION RESEARCH CENTERS
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Under Contract With

DELAWARE STATE DEPARTMENT OF PUBLIC INSTRUCTION
Division of Vocational Education
Dover, Delaware

and

U. S. OFFICE OF EDUCATION
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

With the support of the U. S. Office of Education and the Delaware State Department of Public Instruction, the Technical Education Research Centers (TERC) conducted Regional Seminar/Workshops on Women in the World of Work in Wilmington, Delaware; Raleigh, North Carolina; and Chicago, Illinois during the summer and fall of 1972. The seminar/workshops were designed to enhance the professional development of vocational-technical educators in particular, and educational leaders in general, in Regions III, IV and V.

Specifically, selected leaders in vocational education and industry were gathered to discuss the composition of the nation's labor force; the laws and regulations affecting the education and employment of women; problems associated with the education and employment of women; the implication of issues emerging from the women's rights movement; career education concepts associated with women in the world of work; and the desirability of equal education and employment opportunities.

During the seminar/workshops distinguished educators, lawyers and government officials delivered speeches on the above topics and also served as resource persons to workshop groups. Their informative presentations provoked lively and productive discussions on issues critical to women.

As a result of the group discussions, participants developed suggestions which were translated into viable recommendations for establishing policies and procedures to increase education and employment opportunities for girls and women.

In March, 1973, a follow-up survey of participants was conducted by the Technical Education Research Centers to ascertain the impact of the Regional Seminar/Workshops.

This Final Report contains the following:

I. INTRODUCTION - a discussion of the current political, social and economic patterns affecting vocational and career education;

II. RECOMMENDATIONS AND PROGRAM FOR ACTION - policies and procedures recommended by workshop participants to correct discrimination against women in education and employment; and

III. CONCLUSION - assessment of the success and impact of the seminar/workshops.

Appendices I, II and V contain the Speeches; the Questionnaire and Results; and the Agenda and Lists of Participants, respectively.

ACKNOWLEDGEMENTS

In its conduct of the seminar/workshops, Technical Education Research Centers, (TERC) is deeply indebted to the U. S. Office of Education National Center for Improvement of Educational Systems and the Delaware State Department of Public Instruction, sponsors of the project. The staff of the Career Education Personnel Branch, National Center for Improvement of Educational Systems, was most helpful. Drs. Lloyd Briggs and Paul Manchak, former Branch Chiefs, Mr. Frank Perazzoli, Project Officer, and Mrs. Muriel Tapman, Education Specialist, provided leadership and support to TERC in its conduct of the project.

Dr. Kenneth C. Madden, State Superintendent, Delaware State Department of Public Instruction, and Dr. Randall Broyles, Assistant State Superintendent of Public Instruction, made every effort to assist TERC with arrangements for the pilot workshop in U. S. Office of Education Region III.

A number of committees assisted with the project. The active interest and enthusiasm of members of the General Committee (Appendix III) led to insights and suggestions which contributed to the success of the Regional Seminar/Workshops. Local Planning Committees for each workshop (Appendix IV) also assisted immeasurably in the selection of participants, keynote speakers and workshop facilities.

Finally, special thanks is due to the staff of the TERC office, Washington, D. C., Eugenia Walters, Carol Karasik, Frances Courtney and Patty May, without whose efforts this project would not have been possible.

Mary L. Ellis
Project Director

June, 1973

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INTRODUCTION

THE POLITICS OF EDUCATION

> Truth though whole is not fully known.
> It is sifted to us through many fields.
> Our task is to seek it.
>
> John Milton, *On Education*

THE AWESOME PRESENT

During the last decade, all our social institutions, government policies and time-honored values have been subject to varying degrees of protest. A few wishful thinkers speculated that revolution was at hand. But a violent revolution was somehow derailed, and the country has settled for slower, sensible reform.

The school system has increasingly borne the burden of change as a social institution second only to the home in its influence over our destiny. It has risen to this level of influence on the nation's firm belief in the power and efficacy of the educational process to create intelligent, inquiring citizenry as the best defense against authoritarian threats to our free democracy.

Because the schools have tried to blend and bend with political and social currents, they are being attacked from all sides. Conservatives decry permissiveness in the schools and demand a return to the three R's and prayer. Streams of

progressive educators, attacking the rigidity of the schools, believe that a freer structure, a relevant, student-centered curriculum and imaginative, individualized teaching methods will inspire greater individual growth and development. Socially conscious educators want to teach in the schools what is not being taught in the home. In short, schools are expected to coopt the responsibilities of other major socializing agents.

In fact, the public school system, like the Army, is a great social leveler. In its childhood, the American school system was intended for elect men-of-the cloth and gentlemen. The learning process was equivalent to the search for quality and self-enrichment, truth, beauty and justice, God and manners. These purist values are still given lip service, but education for its own sake is not practical in an industrialized nation. Consequently, schools no longer provide education and training solely for the elite—or the middle class. Moreover, since the civil rights movement, the public schools alone are responsible for racial integration and the initiation of the oppressed into the mainstream of society.

As the women's rights movement emerges as the most topical cause of the 1970's, the schools must also adapt to women's just demands for equal opportunities for achievement in education and the work force. The women's rights movement is not only devoted to equality for women, however. It is

united with other social movements directed at equality and self-fulfillment for all men and women and a rebirth of humanism in our institutions and personal lives. Whether demanding a new form of government, greater power, equal pay, nondiscrimination in education and employment or for husbands to help with the dishes, the movement is pleading in the homes, courts, schools and market places for the right for all of us to choose and master our own destiny. The fact that women must demand and reiterate what has already been granted as certain inalienable rights is a sorry indictment of the lag in our society.

In moments of despair it seems fruitless to expect the educational system to respond when it has not met its prior responsibilities effectively. The system has become a leviathan, as ponderous and unmaneuverable as Big Government, as slow to change, as vast and impersonal.

Yet, the schools, as the central arena for change, represent one of the few institutions still vulnerable to direct action by people unable to confront the powers that be in other areas of society. Ironically, the unresolved social problems outside the school gates are, inevitably, surrounding school issues.

Some argue that greater community control and accountability would create immediate responsiveness in the educational system. But active involvement in the schools, beyond

the PTA, requires an informed, politically astute group of parents if past mistakes in this kind of experiment are to be overcome.

Others argue that it is too late. The power of socialization and politicization in the hands of the educational system has grown monstrous and self-serving. It has already robbed freedom from students, stifled intellectual, creative and spiritual development and conditioned youth to accept a sterile and mediocre status quo.

Ivan Illich, in *Deschooling Society*, advocates an honest method for realizing every student's suppressed dream. Destroy the schools! He recommends that they be replaced by open-ended education and skill centers and apprenticeship programs for youth and adults interested in learning a particular subject or acquiring a trade. The theory presumes a humanistic society free of inequities, competitiveness and conformity, a society which gives credence and dignity to all kinds of learning experiences, whether gained in a program, the home or conversations on the street.

The educational process is a dogged reaction to each new social wave, theory or fad that comes along. Naturally, the conscientious teacher is always looking for new ideas. Many schools are now coopting the free school movement based on the British open plan. Yet, how free and flexible and imaginative will this approach be if it is instituted by legislative policies and guidelines?

The educational system as a whole is frozen in a lock-step that perpetuates more education, diplomas and credentials and serves the arbitrary whims of personnel management. Education is becoming our greatest commodity, not out of a vital love of learning, but because, until recently, it paid!

As part of the American dream, education is a monolithic, billion dollar business that tries to pay for itself by calculating human resources in terms of future productivity. The key to economic growth is an investment of human capital. Employer demands and practices in screening, job assignment and promotion help shape the labor market, and, eventually, the employment situation is a factor in the student's selection of courses and a career.

But the cycle runs randomly! Students are notoriously misinformed and misguided about jobs and careers. For example, as a recent analysis points out (*Education and Jobs: The Great Training Robbery*), screening on the basis of a college diploma is a relatively inept determination of a person's performance on the job. Little is known, in fact, what education does contribute to a person's productivity. The admonitions to complete high school and college have created educational inflation. Current trends show that a large number of people are already overeducated for the jobs they hold.

No wonder management principles are infiltrating the school system. The new classroom managers, using the shiniest

IBM teaching machines and individualized, computerized instructional techniques, can guarantee to turn out a perfect product—and cheaper.

How can the average teacher compete with the newfangled technologies in education, the engineering of students? How can educators continue to try to solve "megaproblems" using hit or miss methods?

THE GREAT LEAP FORWARD

Education does not occur in a vacuum. It is irrevocably woven into the fabric of a society where everything is related in an almost cosmic scheme.

Educators themselves must continue to grow and learn about other fields. They must acquire the habit of reading the winds of change, developing a kind of sixth sense to interpret the signs of the future.

Contemporary science fiction is dominated by stories of totalitarian states inhabited by machines and ineffectual, lobotomized men and women. Evidently, the perceptions of science fiction writers are overshadowed by the past and the worst suspicions and fears of the present. As artists, they have a decided impact on the way we view the future. So, too, do statisticians who predict total ecological disaster.

Yet, other analysts of a more positive persuasion foresee "more of the same"—bigger cities, more products, more

technology, more jobs and limitless progress. Other futurists base their predictions, not on data, but on reveries of a perfect world. And still another group affirms that we have within our power the capacity to create a better world if we use our imagination, determination and highest potential capabilities.

Our society has its roots in utopian ideals of freedom and equality for "all mankind." These ideals have been reaffirmed in every recent social movement demanding that constitutional rights be extended to include minorities and women. Despite the use of militant ploys, the civil rights and women's rights movements are addressed to the best that is in us. They are our nation's conscience.

Today's educators—the teacher harried by an undisciplined class, the administrator trying to adjust the budget —must look beyond their desks and use whatever powers of intellect and imagination that have been inspired by their own education and experience to envision a better society and commit themselves to its achievement.

The career education concept embodies very broad, forward looking educational and social goals. It is a unified —and unifying—concept that, if widely adapted, promises not only to afford successive opportunities for youth and adults to choose and prepare for a wide range of careers, but also to dissolve the barriers between academic education and skill

training and the arbitrary divisions of class and social status attached to each. If career education remains flexible, if it remains a practical concept rather than a sanctioned program, it should be capable of responding to the changing demands of the labor market and the needs for enrichment and self-fulfillment through a variety of educational and training alternatives for all persons, especially those disenfranchized by race and sex.

There may come a time when masons and sculptors are regarded alike. There may come a time when a craftswoman receives the same salary as a business executive and may be flown overseas to perform her skill along with an international pool of world workers.

Buckminster Fuller claims that it is now possible for the wheels of business and industry to turn efficiently if all men and women were employed to work only two hours a day. But there may come a time when no one will have to tend the machines.

This prospect jams our own electric circuits. We begin to conjure up terrifying sci-fi fantasies of the machines "taking over," leaving millions unemployed and adrift. We forget the degrading mechanization of the piece worker on today's assembly lines. We adopt advanced management principles to create "happier slaves" satisfied with the most demeaning, unfulfilling jobs. Yet, expediency is believed preferable to

confronting the issues of automation and computerization, to entertaining the possibility of demoting employment as the greatest good and highest source of respectability and declassifying the traditional structural patterns of the labor market.

> Once we turn the picture around, we discover that what appear to be problems actually are the greatest possibilities in the history of peoplekind. Aristotle stated that slavery could not be abolished until the looms weaved themselves and the lites played themselves. Now we have achieved this state of technology; we can abolish the remaining slavery to a job.
>
> There is no shortage of work. We know we need...more people in all the areas which contribute to the growth of the person and to the ecological balance and beautification of society.
>
> If we can come to recognize that the housewife, the mother, the student, the artist, the gardener, the "volunteer" and the do-it-yourself painter all are working, it soon will become apparent that there is no shortage of work.
>
> In effect, the industrial-era distinction between work and leisure or work and recreation is no longer valid in a world where man has created machines to take over an increasing amount of laborious toil.
>
> We must discover how to create imaginative opportunities for each individual so that he can develop himself and his society.
>
> John K. Harris, *Futures Conditional*, April, 1973.

Meanwhile, the only fact of contemporary life is change. The seeds of the future are germinating around us. The educational system must not only adapt to it, it must anticipate

and shape its course. Without creating tight organizational patterns or a restrictive educational structure, career education ought to prepare boys and girls to live and prosper in the changing flow of their own time.

ONE GIANT STEP

The achievement of this not so distant goal is dependent upon informed and enlightened administrators, supervisors, teacher educators, advisory groups and policy makers who are aware of changing values, shifts in social and economic patterns and the potential needs of students. Most immediately, educators must focus on the needs of girls and women who now suffer inequities in education and employment as well as underutilization and underestimation of their talents and skills in the labor market. Policy makers and program directors must develop open attitudes and nondiscriminatory policies, procedures and practices in educating and training women for satisfying, non-stereotyped careers and life roles.

Women have been encouraged to limit their education and careers to a narrow range of preparatory curricula and occupations. They have been restricted by societal pressures and expectations, cultural biases and myths, which have persisted, unquestioned, for centuries. However, in the last few years, women have organized to refute dogmatic attitudes as well as the inequities they face in every area of modern society.

They are demanding an equal share in the nation's future and equal choices and opportunities in all fields of endeavor which enhance the quality of their lives.

It is very difficult to erase long-standing, deep-seated biases. However, very practical social and economic considerations weigh against them.

Technology has and will continue to change our personal life styles as well as labor market patterns. As we advance toward a post-industrial society and a service economy, women will be available in larger numbers to assume positions in emerging occupations in communications, technical, health and service fields as well as in the trades. During the 1970's, eight out of ten jobs will not require a college degree. In order to respond to both labor market demands and the career development needs of female students, it is imperative that vocational educators be encouraged to recruit and prepare women for a wider range of job opportunities.

It is toward this immediate end that TERC conducted three Regional Seminar/Workshops on Women in the World of Work. The Recommendations and Program for Action, which follow, are based on the discussions and suggestions of workshop participants and are intended as prototypes for action throughout the states. Such action would represent a first step toward a more responsive and conscientious educational system affording wider opportunities and fulfilling life styles to all students.

RECOMMENDATIONS AND PROGRAM FOR ACTION

1. RECOMMENDATION: Teacher education programs should stress attitudinal change and information on non-stereotyped occupations.

   ACTION:

   a. Administrative and instructional staff should be required to attend inservice training workshops and seminars dealing with the problems of women in the world of work.

   b. Curricula in teacher education institutions should be geared to preparing teachers able to train students according to their individual occupational interests, aptitudes and abilities.

   c. Female students in teacher education institutions should be persuaded to enroll in management, administrative and supervisory courses, as well as academic programs generally filled by men.

   d. Teacher preparation should include orientation to the world of work and cooperative work experience.

   e. Female students in teacher education institutions should be urged to refrain from underselling themselves, to regard teaching as a significant lifework and to seek higher posts in the profession.

   f. Student teachers should receive thorough preparation in the implementation of the career education concept.

2. RECOMMENDATION: Counselor education programs should prepare counselors to guide girls and boys toward non-stereotyped occupations.

ACTION:

a. Administrative and guidance and counseling staff should be required to attend workshops and seminars designed to raise awareness of sex-role stereotyping and other problems of women in the world of work.

b. Curricula in colleges, schools, and departments of education should prepare counselors to guide girls and boys into occupations or higher education solely on the basis of their occupational interests, aptitudes and abilities.

c. Counselor preparation should include a wide range of occupations; orientation to vocational education; the world of work; and cooperative work experience.

d. Counselors should be trained to assist in the implementation of the career education concept.

e. Counselors should be advised against administering aptitude and occupational interest tests which are sexually biased.

3. RECOMMENDATION: Programs for action should be established in the public school system to improve educational opportunities for girls and women.

ACTION:

a. Administrators should make a concerted effort to recruit qualified women for key administrative and supervisory positions.

b. Inservice training programs should be established to deal with the problems of women in the world of work. These should be attended by all key administrative personnel, teachers and counselors.

c. Appropriately trained aides should be utilized to free counselors and teachers for staff development programs on educational and career opportunities for young women.

d. Educators should work more closely with business and industry to encourage employment of women in non-stereotyped occupations.

e. Parent-Teacher Associations and other civic groups should sponsor programs dealing with broader educational opportunities for female students.

f. Qualified female teachers should be encouraged to teach subjects traditionally taught by men and vice versa.

g. Both male and female students should be recruited to enroll in nontraditional occupational courses.

h. Adult advisors of student activities should promote the leadership development of girls and boys by recommending their participation in youth groups and extra-curricular activities traditionally designed for a specific sex.

i. Counselors should provide elementary and high school students with unbiased, accurate and comprehensive occupational information, particularly about emerging occupations.

j. Schools should utilize the school newspaper, brochures and pamphlets to provide girls with information on a variety of occupational roles.

k. School systems should discontinue the practice of using tests of measurement designed specifically for one sex.

l. Schools should prepare students for a changing society, particularly with respect to changing social roles, changing economic trends and projections and new occupations.

m. Schools should implement the career education concept; open-entry and open-ended year-round skill training programs; job clusters; and procedures for transfer between general education and skill training.

4. RECOMMENDATION: Revisions should be made in curricula and materials to eliminate sexual bias and sexual stereotypes. New instructional materials should be prepared to encourage girls and women to prepare for non-stereotyped occupations and life roles.

ACTION:

a. Curriculum specialists should revise discriminatory materials.

b. Curriculum specialists must establish working relationships with magazine and textbook publishers to secure their cooperation in eliminating sexual stereotyping from advertising and texts.

c. A variety of life styles and social and occupational roles for women should be presented in school texts and materials.

d. General education should be oriented toward occupational preparation of women.

e. Contributions of women in history and literature should be included in textbooks to represent alternative roles with which young women may identify.

f. Alternatives and supplements to in-school instructional programs should be developed to expand training options for girls and boys. This might include television, audio cassettes, correspondence study, and a variety of other media.

g. The career education concept should be utilized as a focal point for revamping curricula to affect attitudinal changes concerning women in the world of work.

h. Schools should introduce sex education, units on population control, child care and human relations into the curriculum.

i. Adult education should include a course to improve parental awareness and attitudes on sex-role stereotyping.

5. RECOMMENDATION: The National and State Advisory Councils on Vocational Education should take action on the issue of women in the world of work.

ACTION:

a. Advisory Councils on Vocational Education should establish a committee to raise awareness and promote increased educational and employment opportunities for girls and women.

b. Workshops and forums sponsored by Advisory Councils should inform the public on sexually discriminatory practices in education and employment as well as the need to prepare girls and boys for non-stereotyped occupations.

c. Advisory Councils should devote at least one annual meeting to ways and means of increasing education and employment opportunities for girls and women.

d. Advisory Councils should recommend policies and programs to State Boards of Education to abolish sexual discrimination in education.

6. RECOMMENDATION: Continued research should be conducted to provide more accurate data on women's needs in the world of work.

ACTION:

a. Research activities might include the following:

- Studies which further substantiate sexual inequities in the educational system and in employment;
- Assessments of the educational and employment opportunities available to women;
- More accurate data on labor market requirements;
- Attitudinal surveys which document the career ambitions of the nation's girls and women;
- An investigation of laws and regulations and the extent to which they have affected the education and employment of girls and women;
- Studies determining the extent to which the educational achievement level of women, particularly those with advanced degrees, is utilized in employment; and
- Studies to determine the effects of working on mothers and family relationships.

b. Additional funds should be allocated to the Women's Bureau and Bureau of Labor Statistics of the U. S. Department of Labor to perform or sponsor extensive research on women in the world of work. Findings should be prepared for wide dissemination as well as for potential use in developing exemplary or demonstration projects responding to the education and training needs of girls and women.

7. RECOMMENDATION: Employers should establish personnel policies for women consistent with those for male employees, in compliance with federal laws.

ACTION:

Recruitment and Placement

a. Women should be considered, hired or promoted for any positions for which they qualify.

b. Organizations should comply with laws by openly advertising new positions within and without the company.

c. Job qualifications for positions should be openly specified.

d. Policies and practices that restrict employment of married women, women with children and older women should be abandoned.

e. Federal and state employers or agencies must implement an affirmative action program and establish specific goals and timetables for recruiting and utilizing women.

f. Starting salary, raises, promotion, and advancement for women must be nondiscriminatory.

g. Federal contractors must provide upgrading for qualified women employees through remedial job training, workstudy programs and career counseling.

h. Employers should consider crediting female applicants' credentials and skills as homemaker and childrearer.

Fringe Benefits

a. Fringe benefits such as sick leave, vacation, administrative leave, insurance, retirement policies and pensions must be equal for both sexes.

b. Time off for pregnancy, childbirth and related medical problems must be considered under provisions for sick leave and health insurance.

c. A leave of absence by men and women for child rearing should be considered by employers.

d. In compliance with federal law, federal contractors must encourage day care programs.

e. Women at all levels of employment should be given equal opportunities to participate in internships, management development programs and workshops.

Employer Practices

a. Employers should reevaluate and consider more flexible working hours for women with family responsibilities.

b. Employers should explore the possibilities of creating male-female or husband-wife work teams.

c. Employers should work with schools to insure that women are prepared and qualified to fill positions formerly held by men.

8. RECOMMENDATION: Top quality child care and development centers should be made available to working mothers at all levels of society.

ACTION:

a. Child care and development facilities should be made available to all levels of society, with priority given to children of low-income working mothers.

b. The Internal Revenue Act should be revised to include a more comprehensive system of tax deductions for child care.

c. The Administration should support legislation authorizing federal grants for developing child care facilities for families at all income levels.

d. A comprehensive study should be made of existing day care programs at federal, state and local levels.

e. Operating hours of day care centers should be extended or made more flexible.

f. States should be encouraged to improve their day care licensing standards.

g. Additional child care centers should be established by federal, state and local agencies; private employers; unions and employee organizations.

h. Working mothers should be appraised of the child care and development facilities available to them.

9. RECOMMENDATION: Women should be given more opportunities for participation in decision-making.

ACTION:

a. Women should be given opportunities to serve on policy-making boards and committees in education and in corporations.

b. Colleges should permit female representation on governing bodies, administrative, admissions, and curriculum planning committees, and should promote women for deanships and departmental administrative positions.

c. Women students should be encouraged to participate in leadership development and on student councils.

d. Women should be represented on advisory committees of business and educational leaders.

e. Women should be recruited for representation in labor unions, business and professional organizations.

f. Women should be represented in political, lobbying and civic organizations.

g. Women should seek political office at local, state and national levels.

10. RECOMMENDATION: A public information campaign should be initiated to correct sexual discrimination in education and employment.

ACTION:

a. Individuals and groups should urge the communications media to eliminate sexual bias and stereotyping from publications, television programs and commercials.

b. A mass media campaign should be developed to publicize factual information concerning broader opportunities for women.

c. Publications should be disseminated to create an improved self concept for women.

d. Women's rights and privileges under legislation and executive orders should be widely disseminated.

CONCLUSION

Results of the follow-up survey of participants indicate that the Regional Seminar/Workshops on Women in the World of Work were very successful. In fact, out of 136 responses, 122 respondents stated that their understanding of the problem had increased substantially. In addition, all respondents have taken some action to increase educational and employment opportunities for women.

Out of 136 responses, only two persons expressed unfavorable reactions to the seminar/workshops. In several cases, negative responses to items did not necessarily reflect upon the relative merits of the seminar/workshops; rather they were honest replies by participants who were already enlightened and actively engaged in solving problems related to women in the world of work.

Only three respondents believed that women are too emotionally unstable to hold high level policy-making positions or expressed unwillingness to work for a competent woman. (For results of the questionnaire, see Appendix II.)

IMMEDIATE RESULTS OF THE SEMINAR/WORKSHOPS

Based on survey comments, the seminars evidently created a good incentive for participants to take positive action. Through their reported efforts, important activities have been initiated in the following areas:

Technical Education Research Centers ERC

TEACHER EDUCATION

- encouragement of female student teachers to participate in development of curriculum
- adoption, in preservice teacher education, of the career education concept as a method of developing awareness of the inequities women face in the world of work
- inculcation of information on Women in the World of Work in the Family Finance curriculum
- recommendation of a minor in Occupational Child Care Services

COUNSELOR EDUCATION

- preparation of a chapter for a monograph for counselors and counselor educators on women's development

CURRICULUM

- revision of high school curriculum to include occupations for women
- revision of instructional materials to eliminate sexual stereotypes
- development of an outline for a college level course for women in management
- revision of a K-12 career education curriculum (set of experiences for boys and girls)

HIGHER EDUCATION

- counseling women to prepare for professional careers in business, engineering, vocational education, and other nontraditional occupations
- establishment of a committee for recruiting women as Ph.D. candidates

STATE ADVISORY COUNCILS FOR VOCATIONAL EDUCATION

- discussion of the problem of sexual discrimination
- passage of a resolution on sex discrimination
- recommendation for the appointment of a woman to serve on State Advisory Council
- establishment of committees to study educational and employment opportunities for women
- sponsorship of public hearings on Women in the World of Work
- recommendations to the State Board of Education that a task force develop new occupational programs and upgrade existing programs during FY 1973 to encourage women to become involved in vocational-technical education
- recommendation to the State Board of Education that planning grants be provided to local school systems during FY 1974 to pilot the occupational programs developed by the 1973 task force

STATE BOARDS OF EDUCATION

- sessions with participants on the TERC seminar/ workshops and receipt of speeches and other materials
- discussion of TERC workshops
- issuance of policy statements recommending the elimination of sexual discrimination in education, especially in curricula and textbooks

STATE DEPARTMENTS OF EDUCATION

- acceptance of reports on workshops from participants
- issuance of a policy statement on nondiscrimination

LOCAL SCHOOL DISTRICTS

- participant discussions with district school officers urging elimination of sexual discrimination in education

PARENT ASSOCIATIONS

- discussion with parent groups urging equal educational and employment opportunities for girls and boys

CERTIFICATION

- revision of certification requirements for home economics teachers

RESEARCH

- working on a study of the development of occupational stereotypes in young children
- working on a study of the development of work orientation in young children

RECRUITING

- recommendation of women for administrative and faculty positions in four-year institutions
- employment of women in administrative and faculty positions in community colleges
- recommendation of women to serve on panels to select faculty and administrative staff

INDUSTRY

- discussion with business and industrial leaders urging placement of women in executive roles

APPRENTICESHIP

- encouragement of women to enter apprenticeship programs
- discussion with apprenticeship coordinators about increased apprenticeship opportunities for women

UNIONS

- urging women to seek union leadership

STAFF DEVELOPMENT

- discussions with state personnel development coordinators on increased educational opportunities for girls and women
- development of opportunities for female employees of colleges to participate in staff development

DAY CARE

- supervision of training programs in day care
- promotion of quality day care

MEDIA

- editing of television programs on occupational stereotypes
- preparation of a commercial children's television series on sexual stereotypes in employment
- submission of a proposal for a radio and television project on women in the world of work

WRITING

- preparation of articles, monographs, and news releases on women in the world of work
- revision of occupational briefs to eliminate sexual bias
- preparation of a dissertation on sexual stereotyping in textbooks

SEMINARS, WORKSHOPS, CONFERENCES

- sponsorship of women in the world of work seminars, workshops, conferences and panels for the campus

community and the general public

- participation in seminars, workshops, conferences and panel discussions conducted by the Governor's Commission on the Status of Women; Governor's Conference on Vocational Education; associations; and women's groups dealing with women's rights, career development for women, and utilization of the female potential

LEGISLATION

- participation in a seminar on the Equal Rights Amendment
- presentation of lectures on the Equal Rights Amendment
- lobbying activities in support of the Equal Rights Amendment

LECTURES AND SPEECHES

- lectures on women's needs, women's rights and legislation
- addresses on women in the world of work at "Career Day" and during meetings of home economics educators and business and professional women

The activities in which participants have engaged since attending the Regional Seminar/Workshops are highly commendable. However, a great deal remains to be accomplished before equal educational and employment opportunities for girls and women can be achieved.

For example, some of the respondents to the follow-up questionnaire are experiencing difficulty in implementing the suggestions and recommendations made in the seminar/workshops.

Problems have been encountered in securing funds to implement projects leading to career development for girls and women; in obtaining the cooperation of State Departments of Education in the adoption of policies; in implementing affirmative action programs; and in recruiting women as work experience coordinators, for faculty and administrative posts and for other positions formerly held by men.

Because of the socialization process, women are not only hesitant to apply for top level positions but, in many instances, they are unqualified because of sexual discrimination in education and employment.

It is imperative that vocational education leaders at the state and local levels expend greater effort to adopt policies and programs to counter discrimination in the schools as well as to secure funding for projects designed to improve the preparation of young women for nontraditional careers. Moreover, administrators in the regions participating in the seminar/workshops must not only cooperate in, but also initiate, programs for change, in keeping with the emerging needs of women.

CRITICAL NEEDS

Desired changes in attitudes toward the education and employment of women should start where the socialization process begins, in the home. The myths about women can be reversed through education and information brought into the home via the media.

PUBLIC INFORMATION

The media, particularly television, have become the most powerful transmitters of news and opinions, and as objective as they try to be, they are, after all, subject to human error. To date, the publicized message of the women's rights movement may have caused more harm than good. The male dominated media, eager to entertain as well as inform, have often misconstrued or oversimplified the goals of the women's movement. For example, they have played up—in order to mock—the more radical, sensational and spontaneous demands of various women's groups. In fact, the Women's Liberation movement, like other social protest movements of the last decade, has recognized the practical necessity for complicity with the power of the media by competing in the vaudeville of notoriety in order to publicize the cause of women.

This style of protest and propaganda has offended sensibilities. Blatant demands for immediate change offend the equilibrium and complacency of a people pledged to peaceful reform and more subtle forms of self-advertisement.

In the case of the women's rights movement, negative reactions go deeper. For the first time, women have something to sell besides their bodies and homemade breads. The apparitions of today's suffragists as they appear on the screen to speak out for full equality have aroused undue resentments among nonsympathizers. The liberated woman who is capable

of thinking and acting for herself is often maligned as a scandal, a direct threat to male potency and a denigration of the nation's most cherished traditions and preoccupations—woman as mother, sex object or housewife. People fear the breakdown of the institution of the family more than they fear the dangerous lack of equal opportunities, dignity and fulfillment for women.

The spokeswomen of various women's groups represent the views of some, but not all women. In fact, in keeping with the nature and goals of the movement, most discussion and confrontation are centered not in consciousness raising sessions, political caucuses or the "boardrooms" of an organized movement, but in the separate kitchens and bedrooms of American homes. Despite national and international group activities, liberation is ultimately a personal human struggle.

The women's rights movement might be more successful if it were treated seriously and respectfully by the press, if it received publicity free of sensationalism, misinterpretation and condescension on the part of male reporters and broadcasters. The women's right movement might be more successful if the media recognized that women's groups as well as independent or uncommitted women everywhere are united in advocating the right for all men and women to choose freely their individual paths toward self-fulfillment.

Educators will have to accept this goal and assume responsibility for developing a wide public information campaign.

Technical Education Research Centers ERIC

First, they should encourage discussion of women's rights and equal opportunities for women among parent-teacher organizations, church groups, civic and fraternal organizations, and business organizations. Secondly, preparation and dissemination of literature and films are necessary in developing new images and roles as well as information on nontraditional courses and careers for young women. While participants in the workshops in Regions III, IV and V have promoted this kind of activity, there have been few concrete results thus far. Greater efforts need to be made in this direction, particularly as they coincide with a constructive program of career education and development.

Finally, educators must exert influence on the communications media to eliminate sexual bias and stereotyping in program content as well as commercials, which damage the self concept of women. Several participants have reportedly turned their energies toward developing a radio program and a commercial television series on sexual stereotyping in occupations. But apart from commercial and public television, educators—and students—ought to take full advantage of the public access offered by cable systems and develop their own video taped programming to inform the local community.

CREATING EQUAL EDUCATIONAL OPPORTUNITIES

The schools have "become the conscience of our society," transmitting the values and truths of our culture. By the

time a child enters nursery school, he or she will have received a great deal of conditioning appropriate to the sex roles of each. Nursery, kindergarten, and elementary schools have reinforced these stereotypes by using sex-related equipment, toys and textbooks, which guide girls toward homemaking rather than work and independence. Both sexes need to be prepared for multiple roles.

It is an overwhelming task to change attitudes overnight. By the time young women reach high school it is difficult to channel them into occupations traditionally held by males, particularly if they have been "brainwashed" at home and school to accept conventional roles. It is equally difficult to convince young men that home decoration, dress design, nursing and teaching are not "sissy" occupations.

The educational system can begin by reexamining the textbooks used in the schools. In particular, textbooks must be freed of sexual bias and must present sorely needed models whom young women can identify with and emulate. And attention must be paid to the largely ignored, though significant, contributions of women in history and literature.

Changes in education compatible with the needs of women must be wrought by top policy makers and on down through the system.

In Regions III, IV and V, participants have approached State Advisory Councils on Vocational Education, State Boards

of Education, and State Departments of Education concerning the issue of women in the world of work. The problem has been discussed; committees have been established; public hearings have been held; recommendations have been made; and policy statements have been issued by the State Board of Education and the State Department of Education recommending the elimination of sexual discrimination in education.

Without pausing to complain about the limited guidance and direction offered by state educational agencies and officials, responsible leaders in the public school system should start recruiting qualified women to fill top level administrative positions. Fewer than one percent of the 14,000 public school superintendents are women. In vocational education, there are no women serving as State Directors of Vocational Education, although there are at least two Associate or Assistant State Directors. In addition, there are very few female state supervisors, and those who are work in the traditional fields of business, distribution, health and home economics. Of high school principals, only three percent are women. Of elementary school principals, 19 percent of these are non-teaching principals, and only 30 percent are teaching principals. And discrimination in promotional practices persists in a field where 85 percent of all elementary classroom teachers are women!

Along with upgrading women in the public school system, administrators and teachers of both sexes must be retrained

to promote the full development and socio-economic advancement of women. In addition, future teachers must be made aware, during the course of their education, of women's changing role and needs.

A number of teacher educators who participated in the seminar/workshops have made excellent progress toward increasing educational opportunities for girls and women. Participants have encouraged female student involvement in curriculum development, have utilized the career education concept to promote equal opportunities for women, and have lectured and written on the subject.

However, their efforts have been restricted to a limited number of activities in institutions in only three regions. Such activities should not only be extended in the seven other USOE regions, but expanded into a nationwide program of action adopted by the administration and staff in each school of education. The programs should focus on curriculum revision to eliminate sexual bias, attitudinal change, orientation to a broad range of occupations in the world of work, and work experience. Also, the teaching staff should encourage female students to enroll in courses in administration, supervision and management.

Counselor educators should promote the discontinuance of measurement tests designed for a specific sex. A case in point is the Strong Vocational Interest Blank for Men and the

Strong Vocational Interest Blank for Women, which tend to channel girls and boys into traditional occupations. Professional staff should encourage future counselors to administer a wider range of noncategorized aptitude tests. Synonymously, counselor educators must stress the importance of providing a wide range of occupational information to students of both sexes.

CREATING EQUAL EMPLOYMENT OPPORTUNITIES

Educators need to take the lead in working with business and industry not only to obtain a more accurate indication of labor market needs, but to urge employers to consider women for all positions. Although labor market projections are available from federal and state governments, educators have been reluctant to use them in determining training requirements.

A clearer picture of womanpower needs as well as valid ways to increase the utilization of more women should result from a closer working relationship with business and industry. Since only one workshop participant reported discussions with leading employers on the placement of women in executive roles, it is evident that educators must develop an intensive industrial relations campaign.

Participating in or working with advisory councils comprised of educators and industrial leaders is a practical means for pressing equal employment opportunities for women.

Educators on such councils must persuade employers to adopt personnel policies for women consistent with those for men. Women themselves can have an influence in this area by joining labor unions, professional organizations and business groups.

A great deal of work needs to be done before full equality for women can be achieved in every social arena. The Recommendations (pages 13-24) are only a serviceable outline, and the seminar/workshops only a beginning toward changing attitudes and developing strategies for solving one social problem—creating equal opportunities for women in education and in the world of work. Yet the issue is, in fact, enormous, with deep implications for our educational, economic and political systems as well as for the general welfare of men and women whose private needs and aspirations deserve fuller public consideration.

Because of the successful results of the seminar/workshops and because of the need for positive nationwide action on the part of educators, it is recommended that seminar/workshops be conducted in the remaining seven USOE regions (30 states).

APPENDIX I

SPEECHES

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THE COMPOSITION OF THE NATION'S LABOR FORCE

The underutilization of women in the work force today is a serious waste of human resources. It is a waste that the country cannot afford. We need to use wisely all the natural and human resources available to us to provide the goods and services needed in a growing economy and to assure that our nation will remain great and strong.

Women Workers in the Past

Women in this country have always worked. In an agricultural economy, they worked in the fields alongside their husbands. At the same time they produced the food and clothing needed by the family. When production of needed goods moved to the factories, women went along to do the spinning and weaving and to operate the sewing machines. They have been the nurses and teachers in this country for more than a century.

During the First World War, they moved into the munitions and armament factories. During World War II, they again served their country by working in factories and in heavy industries, such as shipbuilding. In the 1940's, 50's and 60's, scientific and technological advances, which have eased and lightened household chores, have freed many women for work outside the home. In fact, women have been responsible for the major share of the growth of the labor force since 1940. In the last decade alone, women accounted for three-fifths of the increase.

At the same time there has been a demand for their services. In a dynamic economy, the growth of new industries as well as expanded activities in the health field, data processing, and state and local governments have opened new doors for women in business, the professions, and the production of goods and services.

Many families have found that with two earners they have the means for escaping poverty or for providing necessary

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Speech delivered by Mrs. Isabelle Streidl, Chief, Division of Economic Status and Opportunities for Women, Women's Bureau, U. S. Department of Labor, Washington, D. C. at the Regional Seminar/Workshop on Women in the World of Work conducted by the Technical Education Research Centers October, 1972.

medical care, higher education for children, paid care for the elderly and numerous other needed services. Of all husband-wife families in 1970, only four percent had incomes below $4,000 when the wife was in the labor force. In contrast, 14 percent had income below the poverty line when the wife did not work.

Women in the Labor Force Today

Women in the labor force today number more than 33 million and account for 38 percent of all workers. Of all women in the population of the usual working age (i.e. 18 to 64 years of age), half are working. The likelihood of being a worker is even greater for women in minority races. (This is a statistical term which lumps together blacks, American Indians, Orientals and Eskimos. It does not include many Spanish-speaking Americans which are classified, by Census definitions, as white.) Their participation rate is 58 percent.

Women suffer higher rates of unemployment than do men. The August, 1972 rates—seasonally adjusted—show that adult women 20 years of age and over had an unemployment rate of 5.5 compared to 3.9 for adult men. And this does not take into account those women who are no longer actively seeking work because they think that no employer will hire them. The latest report on discouraged workers showed that seven out of ten were women!

Most women workers (six out of ten) are married and living with their husbands. The rest of the woman labor force is about equally divided between single women and those who are widowed, divorced or separated. And their average age is 39 years.

In 1920, when the Women's Bureau came into existence, only about one out of five workers was a woman, and she was, on the average, single and 28 years of age.

More than two out of three women workers today have at least a high school education; one out of ten is a college graduate. In fact, women workers are equally qualified with men workers in educational attainment.

Despite this educational equality, fully employed women continue to earn less than fully employed men. The median earnings of women is only 59 percent of that of men. White men have the highest wage or salary income, $9,373. They are followed by minority men, $6,598; white women, $5,490; and minority women, $4,674.

Why is this so? It is because women are concentrated in the low paying occupations. They are the clerical workers

rather than the craftsmen, such as carpenters or plumbers. They are the teachers and nurses rather than the engineers and doctors.

Moreover, women in other major occupational groups, which offer good salaries, are concentrated in the least paying jobs. Women sell hosiery and gloves at the minimum wage rates, while men sell automobiles, television sets, refrigerators and stoves (with commissions included). In addition, women are frequently underutilized in relation to their educational attainment; 19 percent of working women with four years of college are doing clerical, semi-skilled or unskilled jobs. Seven percent of women with five or more years of college are doing the same. Admittedly, part of this underutilization is due to choice. Women who have children sometimes accept jobs not commensurate with their education and training in order to work close to home or to avoid long hours in transit to the work place and back. But this does not account for all of the underutilization of educated women's talents.

There are laws in both the private and the public sector, which state there shall be no discrimination on the basis of sex. Why, then, do we have this woeful underutilization of women workers? Why are women's earnings only 59 percent of men's on the average?

Part of it is due to what is considered the proper feminine role in society. Girls are trained from childhood to be helpless, subservient, interested in feminine activities. They are given dolls and nurse's outfits as toys; boys are given trains, cars, and doctor's outfits. When girls enter junior high and high school, they are counseled to focus on English, literature, and foreign languages and avoid mathematics and the sciences. They are advised to become teachers and nurses, but not doctors and engineers. Yet, a recent study, conducted by the Johnson O'Connor Research Foundation of the Human Engineering Laboratory, Los Angeles, California, showed that of the 22 aptitude and knowledge areas they measured, there is no sex difference in 14 areas; women excel in six areas; and men excel in two.

Women excelled in finger dexterity; graphoria (accounting aptitude); ideaphoria (persuasion and verbal fluency); observation; silograms (ability to form associations between known and unknown words); and abstract visualization (absence of structure). Men excelled in grip and structural visualization (typified by rapid assembly of three-dimensional puzzles).

This does not mean that all women have all of these aptitudes and that all men do not. There are women who tinker

with automobiles and men who are excellent nurses.

In vocational education, few girls enroll in shop, and few boys study home economics, although recently, there has been some progress in this area. According to the latest published figures on public vocational enrollments in secondary, postsecondary, adult, and special needs programs, women comprised 92 percent of those enrolled in health occupation courses, 78 percent of those studying office occupations, and only 11 percent of those enrolled in trades and industrial courses. And yet, projections made by the Bureau of Labor Statistics, U. S. Department of Labor, show that eight out of ten of the employment opportunities in the 1970's will be open to people with less than a college education.

On the employment side, many employers in both the private and public sector operate on the basis of attitudes or assumptions which are woefully out of date and old fashioned.

Myths about Women Workers

One familiar myth is that women take jobs away from men, and they ought to quit those jobs they now hold. But in fact, in August, 1972, there were 31 million employed women. The number of unemployed men was 2.4 million. If all the women stayed home and the unemployed men were placed in the jobs held by women, there would be 28.6 million unfilled jobs. Moreover, most unemployed men do not have the education or the skills to qualify for the jobs held by women, such as secretaries, teachers and nurses.

A second myth is that "a woman's place is in the home." This myth dates back to great-grandmother's or great-great grandmother's time when a woman's place really was in the home. What with spinning, sewing, gardening, cooking, canning, churning, cleaning and without today's labor-saving devices and modern food processes, how could she get out?

But a woman no longer has to choose between a career and a home. Many women can do both, and many do. Some prefer to stay home as long as they have pre-school age children, or longer. But even the woman who takes time out to raise a family has a good many productive years to devote tc a job. Figures show that the average work life expectancy of a 35 year old married woman in the labor force is 24 years. For the woman who never marries, it is 45 years.

A third myth is that "women work for pin money." To put it another way, women are secondary wage earners. This myth assumes that every woman has a husband to support her and that his income is adequate. The facts present a far different picture.

Of the nearly 52 million families in the U. S. today, about one out of nine is headed by a woman. More than half of these women heads of families are in the labor force.

Yet, in 1970, of white families headed by a woman who had worked during the year, 17 percent were poor. The comparable figure for women of minority races is a whopping 40 percent.

Why Women Work

Women work out of economic need! Of the 31.7 million women in the work force in 1971, more than six out of ten were single, widowed, divorced, separated, or married to a man with income of less than $7,000 a year. In short, women need to work.

The concept of equal opportunity for women, whether in education or employment, means regarding people as individuals not stereotypes based on outmoded myths. It means an end to selling ourselves short in the way we develop and use human resources. In education, we need to expose girls as well as boys to all the occupational options open to them and not by purpose or by default direct their education toward careers in the usual female occupations. The concept of career education, developed by Sidney Marland, Jr., would expose both girls and boys to the world of work early and, thus, make an important contribution to their later lives. Whether they know it or not, nine out of ten girls will work at some time in their lives.

In the employment field, making the concept of equal opportunity for women a reality requires personnel assigned to this task full time with positive backing and authority to carry out a program. It requires accumulating the necessary information to assess where we are and how to measure progress. Strategies must be devised to change attitudes of supervisors up and down the line. It requires recruitment of women as well as men and hiring on the basis of qualifications for the job—and remembering there really aren't women's jobs and men's jobs. Women must have access to training programs. Qualified people must also have avenues to move up from clerical to professional jobs. Promotions must be made on the basis of ability fairly evaluated.

Forecast for the Future

The future would be a lot easier if we could forecast with real certainty exactly what the economy and job demands would be when we are ready to join the world of work. We could then plan our futures by computer, take all the right subjects and sail smoothly through college and into a career.

But life's not like that; it's too fast paced, too full of change to be predictable.

Nor would we want our lives programmed in that way. As Secretary of Labor Hodgson has said, "This nation does not preplan the future of its working citizens. The manpower future is shaped by tens of millions of individual decisions on the part of employers, students, workers, union officials, educators, and government officials."

Although we cannot foretell the future with absolute accuracy, we can study the trends. On this basis, it appears that the decade of the 70's will be characterized by strong economic growth. This means the labor force—those who are working and those seeking work—also will increase.

Growth of the economy and the labor force will help meet some important national needs:

— higher living standards, particularly for the disadvantaged

— better education, health, and housing

— urban rebuilding, improved transportation, and crime reduction

— improved environmental quality

In the light of these needs and the types of jobs that will develop out of them, we can no longer assume that the world's work can be divided into men's jobs and women's jobs. In some occupations, the demand for workers will be so great that women as well as men will be welcomed. In other occupations, those in which women have traditionally sought employment, the demands may diminish drastically, and women will have to look elsewhere. A case in point is teaching. Bureau of Labor Statistics' projections indicate that the number of persons trained as elementary and secondary school teachers in the 70's could exceed the demand by nearly three-fourths. The exception is teaching in specialized fields—early childhood development, remedial education, programs for the handicapped or underprivileged.

Women may have better chances of success in some of the new and developing occupations which have not been stereotyped as men's jobs. Data processing, city planning, environmental control are examples. The Labor Department predicts that the number of workers in some professional occupations will more than double by 1980. Marketing research, employment counselors, occupational therapists, physical therapists, programmers, systems analysts, and urban planners are only a few

examples, but they indicate some of the directions in which we must expand career interests.

Prospects are excellent for jobs in the technical field which require some type of postsecondary school training but less than a bachelor's degree. As mentioned previously, eight out of ten jobs to be filled during the 1970's will not require a college degree. Demands will be strong for engineering and science technicians, food processing technicians, and draftsmen.

With an increasing demand for more and better health care on the part of citizens throughout the nation, many workers will be needed in the usual technical jobs in the health field such as:

Dental hygienists
Dental assistants
Radiological technologists
Medical laboratory technicians
Medical laboratory assistants
Medical assistants (physician's office)

In addition, there will be a demand for workers in some of the new and developing technical health occupations. These include the following:

Surgical technicians
Inhalation therapists
Occupational therapy assistants
Physical therapy assistants
Optometric assistants
Electroencephalographic (EEG) technicians

Solutions to problems related to air, soil, and water pollution will be the responsibility of environmental and other natural scientists and technicians. Environmental technicians will be in demand for work related to radiation protection, pesticides, rodent control, and industrial hygiene. In addition, technicians will be needed to operate, maintain, and repair equipment used in water pollution control studies.

The outlook for workers in the skilled trades and apprentice-type jobs is very good. This is also an area in which women are greatly underrepresented. Although women are 38 percent of all workers, they comprise only three percent of the craftsmen and foremen. Yet, many women have the necessary aptitudes and potential skills. Because strength is becoming less of a factor for many skilled jobs and because of relatively higher earnings, women are becoming more interested in craft jobs.

Moving more women into apprenticeships or into apprentice-type jobs has been a goal of the Women's Bureau for the last several years. Over the last year and a half, the Manpower Administration has been funding a special project called "Better Jobs for Women" in Denver, Colorado, which has as its purpose the development of apprenticeship or apprentice-type jobs for women, especially blacks and Spanish-speaking. And the project has been successful. According to the latest report, women have been placed successfully in the following kinds of nontraditional positions:

Carpenter apprentice
Plumber apprentice
Operating engineer apprentice
Tool and die making apprentice
Cabinet maker trainee
Phone installer

Some of the skilled occupations in which a rapid employment increase is expected include the following:

Air-conditioning, refrigeration, and heating mechanic
Aircraft mechanic
Television and radio service technician
Automobile and motorcycle mechanic
Truck and bus mechanic
Business machine serviceman
Electrician (construction)
Household appliance serviceman
Instrument maker—mechanical
Instrument repairman
Operating engineer (construction machinery operator)
Plumber and pipefitter

In the clerical field, the demand for secretaries, typists and stenographers will continue. The demand for electronic computer operators, a high paying clerical occupation, is expected to more than double in the 70's. Other clerical occupations with a favorable outlook include the following:

Library technician
Claims adjuster
Traffic agent and clerk (civil aviation)
Cashier

Some of the more favorable prospects in service work are for airline stewardesses and stewards, police officers, and cosmetologists. Demands will be strong during the 70's for licensed practical nurses and hospital attendants. The Bureau foresees more openings for women as police officers and custodial personnel in correctional institutions now that coverage under Title VII of the Civil Rights Act of 1964 has been extended to state and local governments.

In fact, the Police Foundation reports that they are receiving at least 15 calls a week from Police Departments throughout the country asking how they can find and recruit women for their staff.

The jobs will be there in the 70's. With the help of vocational educators and guidance counselors, it is hoped that girls and women will take the necessary courses and training to qualify.

Will this be all that is necessary? Not at all. Women will be subjected to pressures from many sources—people and institutions holding limiting expectations and concepts of women's role. Not all employers are enlightened employers. Not all school boards put the same value on a woman teacher as a male teacher. And a horde of relatives and friends is apt to descend, protesting, on the young wife who decides she wants a career as well as, or instead of, a family.

These pressures are not very different from those women felt in the past decade or so. But today, a woman's chances —if she resists—are much better. If an employer says, "no women need apply," or if he sets up discriminatory criteria for employment, a woman can charge him with sex discrimination and file her complaint with the Equal Employment Opportunity Commission of the Office of Federal Contract Compliance in the Department of Labor. For example, the EEOC has filed a complaint against an interstate bus company because it requires its bus drivers to have a high school diploma and to be six feet tall and to weigh 165 to 250 pounds.

If a woman is refused admission to a graduate school simply because she is a woman, she can point out that any federal grants or contracts the school might enjoy are jeopardized by discriminatory admission practices. In the matter of home versus career, today's woman finds, for every voice raised in support of the contention that a woman's place is in the home, a score of other voices insisting that she have freedom of choice.

In the long run, we can look forward to further gains for women in the decade of the 70's if women really want them —if they will prepare themselves for jobs that use their full capabilities, if they will insist on their rights under the anti-discrimination laws, and if they will demonstrate their capabilities and their interests by assuming the responsibilities that go along with rights.

PROFESSIONAL CAREERS FOR WOMEN

During the 1970's employment will continue to shift toward white collar and service occupations. Fastest growing occupations will be in professional and technical fields, where the expected increase will be 50 percent by 1980. Service occupations (excluding private households) will run a close second with a growth of 45 percent. By 1980, service-producing industries are expected to employ twice as many workers as goods-producing industries.

Over the next ten years, the number of openings will increase for technical workers with only community college or other specialized post secondary training.

In the professional arena, great expansion is expected in health services. The experts have predicted that from 1968-1980 the average annual openings will be 20,000 for physicians; 800 for osteopathic physicians; and 4,900 for dentists. The nation will require, on the average, 4,400 pharmacists a year; 200 podiatrists; 900 chiropractors; 1,500 occupational therapists; 2,800 physical therapists; and 2,300 speech pathologists and audiologists. There will be an annual average of 2,700 openings for dieticians; 900 for hospital administrators; and 1,400 for veterinarians.

By 1980, there will be a need for 1,500,000 engineers. Average annual openings will total 73,400 engineers in a variety of fields. This includes 1,400 in aerospace; 400 in agriculture; 400 in ceramics; 1,600 chemical; 11,500 civil; 12,500 electrical; 7,200 industrial; 8,600 mechanical; 300 metallurgical; and 100 mining engineers.

Mathematics and related fields will also provide increased job opportunities. By 1980, we will need 110,000 mathematicians, 33,000 statisticians and 6,700 actuaries. These fields have not been overly populated by women in the past, but they offer challenging, lucrative opportunities for women who have a mathematical bent and who disregard the

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Excerpt from "The Composition and Changing Nature of the Nation's Labor Force," a speech delivered by Mrs. Mary Tobin, Regional Director, Women's Bureau, U. S. Department of Labor, New York, New York, at the Regional Seminar/Workshop on Women in the World of Work conducted by the Technical Education Research Centers June, 1972.

fallacy that mathematics and science are subjects too difficult for women.

Scientific fields offer good opportunities. The environment is one of our great national concerns, and we will require 800 geologists, 300 geophysicists, and 500 oceanographers to fill openings each year. Life scientists, too, will be in demand: 15,200 each year as well as 700 biochemists, annually. In the physical sciences, we will need 200,000 chemists as well as 75,000 physicists by 1980.

The figures are not so spectacular in the social sciences, but, by 1980, there will be a demand for 48,000 economists, 5,200 geographers, and 14,000 sociologists. We will also be employing 19,000 historians and 17,000 political scientists by 1980.

Do women have a chance in the executive suite? For far too long they have been excluded from mid-level and executive level management positions. However, now that we have new federal legislation, companies are required to review their policies toward hiring, training and promoting women and to institute affirmative action programs that will insure equal opportunity for women. Title VII of the Civil Rights Act and Executive Order 11246, as amended, provide legal safeguards against sex discrimination in employment.

Actually, now that business and industry are under pressure to hire women, they are finding it is not really a hardship. Today, companies are increasing their involvement in the affairs of the communities in which they are located, and they are finding that women managers and trainees possess special skills necessary for establishing good rapport with the community. This is one of the brightest hopes on the horizon for women managers.

It seems practical now for college women to take courses in business administration and go after managerial jobs. Projected demands through 1980 will be high in some related fields: 720,000 in accountancy; 155,000 in advertising; 42,000 in marketing research; 155,000 in personnel management; and 165,000 in public relations.

Women in the liberal arts seem to worry most about chances of employment after graduation. There <u>is</u> a place in the labor force for them, if their liberal arts program provides a truly liberal education, which Dr. Edward D. Eddy, President of Chatham College, defines as, "the kind of education which sets the individual free to make a distinctive contribution in his or her own way: a freeing of the mind of stereotypes, prejudices and diminutive concepts." Liberal arts graduates have much to offer a prospective employer—fresh approaches,

leadership qualities, the ability to think and write clearly and concisely, and possible highly developed skills in sociology and psychology.

LAWS AND REGULATIONS AFFECTING THE EDUCATION AND EMPLOYMENT OF WOMEN

Education is a fundamental part of life. The patterns set in schools from kindergarten through technical school, college or professional school influence our social roles, job abilities, employment opportunities, and, ultimately, our composite achievements in life. Schools nurture our dreams and hopes as well as, unfortunately, the seeds of sex discriminatory patterns.

Girls in kindergarten and play areas at home have ironing boards, cupboards with dishes, stoves, dolls, and pictures of mothers with girls and babies. The boys have trucks, building blocks and posters of firemen, pilots, railroad engineers, and forest rangers. In grade school, texts are notoriously lacking in heroines and the pattern does not change too much. In junior high, sewing and cooking classes are filled with girls, while only an exceptional girl will take shop and mechanical drawing. Schools contribute to the mystique that to be feminine one must be ignorant of mechanics, woodworking and technical studies. With this background, when girls are ready for a trade, they will seek a course in cosmetology, secretarial work or perhaps become a laboratory technician. Many are unaware that a number of crafts and trades are open to both sexes, because girls have been programmed to view their life role along limiting lines.

In addition to sex stereotyping, the lack of alternative models further conditions girls into accepting traditional roles. A subtle pattern of forming life roles according to sex throughout our school systems causes women to become victims of discrimination both in higher education and in the employment sphere. Discrimination is by definition differential treatment based on group identification.

Speech delivered by Mrs. Elsa Glass, General Attorney, Legislative Counsel Division, Office of the General Counsel, Equal Employment Opportunity Commission, Washington, D. C. at the Regional Seminar/Workshop on Women in the World of Work conducted by the Technical Education Research Centers June, 1972.

Girls, in order to enter college and graduate school, were required to have a higher entrance score than boys. In professional and graduate schools, girls were accepted on a quota ratio: for example, one girl for every four boys. In one state-supported institution with prestigious academic status, girls were completely excluded from attendance.

Although 67.6 percent of the elementary and secondary school teachers are women, only 22 percent of the elementary school principals and only three percent of the secondary school principals are women. Of the 14,000 school superintendents in the U. S. less than one percent are women.

We are all aware of the woeful statistics of female representation in the professions. Women comprise 51 percent of the population, but represent seven percent of the medical doctors, three percent of the lawyers, one percent of the engineers. And many professions have no representation at all.

Forty percent of women are working. Twenty-eight percent of those women work in clerical, service, low paying, unskilled jobs. The latest figures from the U. S. Bureau of Census for 1969 reveal that only four percent of working women (year-round, full-time) earned over $10,000 annually as compared to 35 percent of the men. In other words, in 1969, 753,000 of the year-round full-time working women earned over $10,000 annually as compared with 12,953,000 men.

What can be done about this?

Several laws have been passed within the past ten years to eliminate discrimination in employment.

1. The Equal Pay Act, which became effective in 1964, requires the payment of equal salaries and wages for equal work without regard to sex. It is administered by the Wage-Hour Administration in the Labor Department.

2. Title VII of the Civil Rights Act of 1964 prohibits discrimination in all terms, conditions, and privileges of employment by employers, employment agencies, and unions based on race, color, religion, sex, and national origin. It is administered by the Equal Employment Opportunity Commission (EEOC).

3. Executive Order 11246 (amended by 11375), effective October, 1968, prohibits discrimination based on race, color, religion, sex and national origin by contractors and subcontractors of the federal government and on federally assisted construction contracts.

The Order is administered by the Office of Federal Contract Compliance (OFCC) in the Department of Labor. It obligates government contractors to develop and implement written affirmative action programs to eliminate sex discrimination or they may face the termination or cancellation of existing contracts or debarment from future contracts.

In 1970, the OFCC issued Guidelines on Sex Discrimination.1/ On December 4, 1971, the OFCC issued revised Order No. 4, which obligates government contractors to establish specific goals and timetables for the employment of women just as they have previously been required to establish for the employment of minorities.2/

4. Executive Order 11478, issued by President Nixon in 1969, prohibits sex discrimination in covered positions in the federal government and is administered by the Civil Service Commission.3/ In implementation of the Order, the Civil Service Commission has established the Federal Women's Program.

5. The Comprehensive Health Manpower Training Act of 1971 prohibits the Department of Health, Education and Welfare from granting any funds or subsidy to any medical school which has been accused of quota systems, double standards for entrance or plans which create discrimination against women. The institutions included are schools of medicine, dentistry, optometry, podiatry, veterinary medicine, public health and its related fields.

On the state and municipal levels, state and city fair employment practice commissions and state agencies which administer state equal pay legislation serve as additional sources of relief. Some state and local laws and ordinances go beyond existing federal legislation and prohibit sex discrimination not only in employment, but also in housing, education and places of public accommodations.

The EEOC is the federal agency with the longest experience in enforcing a statute which prohibits all forms of employment discrimination. Accordingly, its holdings and those of the courts under Title VII frequently establish the principles which are then followed by other agencies on both the federal and state levels.

A proceeding commences at the EEOC through the filing of a charge with one of the district offices in cities throughout

the country. Charges of sex discrimination represent the second largest category of employment discrimination cases filed with the EEOC. Of the 86,000 charges of discrimination filed during the first six and one-half years, over 20 percent involved sex discrimination.

While most of these charges are filed by women, a number of significant issues have been raised in charges filed by men. Such charges have included the refusal to employ men because of draft status; employer restrictions on the length and style of hair; and discrimination in retirement and pension plans.

I should like to review the principal issues raised in Title VII charges and the status of the law to date.4/

It has been established that, with few exceptions,5/ all jobs must be open to men and women. Furthermore, the Commission and the courts have found that state laws which prohibit the employment of women in certain occupations and which limit their hours of work and the weight they may lift are invalidated by Title VII and, accordingly, do not justify the refusal to hire women.6/

The Commission has stated that, as a general rule, an advertiser may not indicate a preference or limitation based on sex in the content of classified advertising nor place ads in sex-segregated columns.7/

Due to the Commission's position, and similar positions taken by city and state fair employment practice commissions, newspapers across the country, including the *New York Times* and all other major New York City newspapers and the three major newspapers in the District of Columbia, have discontinued use of sex-segregated columns.8/

As a general rule, Title VII requires equal terms, conditions and privileges of employment without regard to sex.9/ The Commission has said that an employer may not refuse to hire married women or women with children and may not discharge female employees because of marriage or parenthood unless it treats men equally.10/

On the 5th of April, the EEOC issued new and revised Guidelines on Sex Discrimination, some of which had been under consideration since July of 1965.11/ The principal rulings established in those guidelines are the following:

1. Employers may not discriminate on the basis of sex with regard to any "fringe benefits," such as medical,

hospital, accident and life insurance and retirement and pension plans.12/ The fact that the cost of such benefits may be greater for one sex than the other is immaterial.

2. Employers may not refuse to hire applicants for employment or fire employees simply because they are pregnant;13/ and

3. Disabilities caused by pregnancy should be treated as the employer treats other temporary disabilities under its health or temporary disability insurance or sick leave plan. Thus, employees are entitled to the same provisions with regard to leave, pay, accrual of seniority, etc. when they are temporarily disabled due to pregnancy as when they are temporarily disabled for other reasons.14/

On March 24 of this year, President Nixon signed the "Equal Employment Opportunity Act of 1972," which amended Title VII. The principal features of the new statute are the following:

1. Charges may now be filed by women's rights organizations and others on behalf of aggrieved persons.

2. The EEOC now has the power to institute lawsuits in the federal district courts, but the aggrieved person retains his power to institute such suits.

3. Employees of state and municipal governments are now covered by Title VII. However, where charges are filed against city and state agencies with the EEOC, if litigation is necessary, it will be conducted by the Attorney General rather than the EEOC.

4. Employees in the competitive service in the federal government are now covered by Title VII, and they have the right to institute lawsuits seeking backpay and other relief, after completing Civil Service Commission procedures.

5. Teachers and administrative personnel of private as well as public educational institutions are covered by Title VII for the first time.

Until the extension of Title VII to educational institutions, the only relief available to teachers and other employees of such institutions, other than Constitutional actions, was Executive Order 11246, administered by the OFCC and its

compliance agency, the Department of Health, Education and Welfare. Since 1970, 350 colleges and universities throughout the United States were charged with sex discrimination under the Executive Order by women's groups. However, under the Executive Order, the charging parties had no right to go to court. Now, under the amendments to Title VII, women teachers have this right for the first time. These are laws which, if violated, enable discriminated persons the constitutional right to bring the cause to court.

Employers and unions are discovering that it is becoming increasingly expensive to discriminate against women; with money involved, this discovery makes them more amenable to resolving charges of discrimination whether filed by professional or other women. Last year, EEOC announced the award of the largest settlement ever achieved in a sex discrimination case under Title VII. By the terms of that settlement the Anaconda Aluminum Company agreed to pay $190,000 in back wages and court costs to 276 women who alleged that the company maintained sex-segregated job classifications.

The Seventh Circuit said that the court's remedial power under Title VII should be read broadly. It stated: "The clear purpose of Title VII is to bring an end to the prescribed discriminatory practices and to make whole, in a pecuniary fashion, those who have suffered by it."15/

It has been established that employers have an affirmative duty to eliminate the effects of past discrimination, and compensatory action is appropriate for those who have suffered prior discrimination.16/

However, it is not enough to equalize hiring practices and opportunities for adult women. Educators and school curricula must do more to promote the goal of equal rights for both women and girls.

For example, industrial arts should serve girls as well as boys, women as well as men and extend from kindergarten through adult education.

Apprentice programs should drop the male syntax for many jobs, such as draftsman, repairman, etc. Emphasis should be on description of the jobs and opportunities for employment.

The Women's Bureau has material on women in apprenticeship programs. Posters of women in trades and brochures of entry level requirements for these trades should be placed at the junior high level, and girls should be encouraged by instructors and guidance counselors to consider these occupations.

Technical education programs in the states should be evaluated. Are they sex-oriented or are all the classes widely publicized to both sexes? And are they meeting the needs of the community?

Those in the administration of technical education programs have a firsthand opportunity to broaden the base of applicants. First, conduct special workshops to train teachers who have direct contact with students. Secondly, acquaint local industry of the school's progress, which will, in turn, open new avenues of job referrals for graduates.

Recommendations from teachers should be requested by administrators, and projects that may be novel or different should be seriously considered and implemented. If the old format has not been successful and the results indicate that both women and minorities have not been included, a change has to be effected. This can only be done with the cooperation of both teachers and administrators.

FOOTNOTES

1/ 35 Fed. Reg. 8888 (June 9, 1970).

2/ 36 Fed. Reg. No. 234 (Dec. 4, 1971).

3/ While the above statutes and executive orders are the principal sources for relief in sex discrimination cases, the National Labor Relations Act, administered by the National Labor Relations Board, also prohibits sex discrimination, where it is related to union activity. Furthermore, while the Age Discrimination in Employment Act of 1967 does not deal with sex discrimination, it may nonetheless be of particular use to women over 40 who wish to return to the labor market or change jobs. The Act, which is administered by the Department of Labor, prohibits age discrimination between the ages of 40 and 65.

4/ While the principles discussed are phrased in terms of employer violations, similar principles are applicable to conduct by employment agencies and unions. Furthermore, employment agencies and unions are prohibited from discriminating with regard to referrals for employment.

5/ The Act does provide for an exception "in those certain instances where...sex...is a bona fide occupational qualification (bfoq) reasonably necessary to the normal operation" of a particular business or enterprise. This exception is narrowly construed. The burden of establishing that the exception is applicable rests with the party making the claim.

In the two most recent appellate court decisions dealing with bfoq, courts viewed the bfoq exception as follows. A determination that sex is a bfoq for a job cannot be made on the basis of general assumptions regarding the physical capabilities of men and women. In order for sex to be a bfoq for a job, it must be established that the sexual characteristics of the employee are crucial to the successful performance of the job, as they would be for the position of wet nurse; or that there is a need for authenticity or genuineness, as in the case for the position of actor or actress. In other words, discrimination based on sex is valid only when the essence of the business enterprise would be undermined by not hiring members of one sex exclusively. Diaz v. Pan American World Airways, Inc., 3 EPD para. 8166 (5th Cir. 1971); Rosenfeld v. Southern Pacific Co., 3 FEP Cases 604, 607-608 (9th Cir, 1971). For other court cases on bfoq, see Weeks v. Southern Bell Telephone & Telegraph Co., 408 F. 2d 228 (C.A. 5, 1969), rev'g in

part 277 F. Supp. 117 (S.D. Ga., 1967); Bowe v. Colgate-Palmolive Co., 416 F. 2d 711 (C.A. 7, 1969) rev'g in part 272 F. Supp. 332 (S.D. Ind., 1967); Cheatwood v. South Central Bell Telephone & Telegraph Co., 303 F. Supp. 754 (M.D. Ala., 1969).

Thus jobs can't be denied to women as a class because of the preferences of the employer, co-workers, clients, or customers; because the job has traditionally been held by men; because the job requires work with, or supervision over, men; because it involves late-night hours or work in isolated locations; or because the job involves heavy lifting or other strenuous physical activity.

6/ Sec. 1604.2, EEOC Rules and Regulations, 37 Fed. Reg. 66835 (Apr. 5, 1972). Rosenfeld v. Southern Pacific Co., 3 EPD para. 8247 (C.A. 9, 1971); Richards v. Griffith Rubber Mills, 300 F. Supp. 338 (D.C. Ore., 1969); Local 246, Utility Workers Union of America v. Southern California Edison Co., 3 EPD para. 8100 (C.D. Calif., 1970); Caterpillar Tractor Co. v. Grabiec 63 LC para. 9522 (D.C. Ill., 1970); Ridinger v. General Motors Corporation, 3 EPD para. 8175 (S.D. Ohio, 1971); Garneau v. Raytheon Co., 3 EPD para. 8153 (D.C. Mass., 1971).

Since 1969, a number of Attorneys General have issued Opinions finding that Title VII and/or their state fair employment practices legislation superseded their state legislation restricting the employment of women. Such Opinions have been issued by the Attorneys General of South Dakota, Pennsylvania, Oklahoma, Michigan, Massachusetts, Missouri, Wisconsin and Washington, and the Corporation Counsel of the District of Columbia. Cf. Opin. of the Attorney General of North Dakota, April 18, 1969, CCH Labor Law Reporter, State Laws, Admin. Rulings, 49, 995.02.

Many states and the District of Columbia have amended or repealed their restrictive legislation so as to broaden opportunities for women. Most of these changes are detailed in *Report of the Task Force on Labor Standards to the Citizen's Advisory Council on the Status of Women*, Appendix B, 56-68 (April, 1968).

7/ In its amicus curiae brief in the case of Brush v. San Francisco Newspaper Printing Co., the Commission took the position that a newspaper which maintains classified advertising columns is acting as an employment agency and, therefore, violates Title VII when it segregates such columns on the basis of sex. That position was not sustained by the District Court (315 F. Supp. 577 D. C. Calif., 1970), and the case is currently pending on appeal.

8/ On March 24, 1971, in the first state court decision on the issue, the Pittsburgh Press was found in violation of a Pittsburgh ordinance for maintaining sex-segregated columns. 3 EPD para. 8154 (Pa. Ct. of Common Pleas, Allegheny County, 1971), aff'd as modified 4 EPD para. 7732 (Pa. Commonwealth Ct., 1972). A similar finding was made by the State of New Jersey Department of Law and Public Safety, Division on Civil Rights in a case involving three New Jersey newspapers, Hinfrey v. The Red Bank Register (Case No. E13BS-4806 et al., Oct. 27, 1971).

9/ Thus, employees are entitled to equality with regard to wages and salaries. Title VII covers both the obvious type of discrimination where men and women in the same job classification are receiving disparate wages or salaries and the more subtle type where only women are employed in a job classification and the wage rate is discriminatorily depressed because only women have been traditionally employed in that classification.

10/ Phillips v. Martin Marietta Corporation, 3 EPD para. 8088 (U. S. S. Ct., 1971).

11/ 37 Fed. Reg. 6835 (Apr. 5, 1972).

12/ In connection with sex discrimination in retirement and pension plans, see Bartmess v. Drewrys U.S.A., Inc., 442 F. 2d 1186 (C.A. 7, 1971), cert. denied 92 S.Ct. 2746 (U.S.S. Ct. 1971); Rosen v. Public Service Electric and Gas Co., 409 F. 2d 775 (C.A. 3, 1969), 3 EPD para. 8242 (D.C. N.J., 1971), 3 EPD para. 8073 (D.C. N.J., 1970), 3 EPD para. 8074 (D.C. N.J., 1970). These decisions conform to the principles expressed in Sec. 1604.9 of the Commission's Guidelines on Discrimination Because of Sex.

13/ For a decision finding it a violation of Title VII to discharge an unwed woman because she became pregnant, see Doe v. Osteopathic Hospital of Wichita, Inc., 334 F. Supp. 1357 (D.C. Kansas, 1971).

14/ On the issue of maternity leave, see Schattman v. Texas Employment Commission, ___ F.2d ___ (C.A. 5, 1972), rev'g and remanding 3 EPD para. 8146 (W.D. Tex., 1971).

15/ Bowe v. Colgate-Palmolive Co., 416 F2d 711 (7th Cir. 1969).

16/ U. S. v. Local 189 Papermakers, 416 F.2d 980 (5th Cir. 1969).

LAWS AFFORDING EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITIES FOR WOMEN

It has been said that the issue of women's rights is to the 1970's what the civil rights movement was in the 1960's.

When we look at the status of the American working woman we can understand even more clearly why the movement for equality has gained such momentum in the past few years.

There are more than 33 million women in the labor force today, constituting about 38 percent of the total U. S. work force.

Yet women still fill about 75 percent of clerical jobs, but only 17 percent of the managerial positions, 14 percent of wholesale sales positions and 14 percent of the skilled craftsmen jobs. Women hold 39 percent of professional and technical jobs, which include teachers and health workers.

According to Labor Department reports, between 1968 and 1970, women enlarged their share of professional and technical jobs by approximately one and one-half percent. Similar gains were reported in both wholesale sales and skilled craftsmen classifications.

But, unfortunately, even these small gains have been partly wiped out by an increasing gap between the earnings of male and female workers.

In 1970, a full time working woman earned 59 percent as much as her male counterpart. Fifteen years ago, she earned 64 percent of the male salary. And, if we look at the intervening years, this percentage continued to drop.

Speech delivered by Gloria Johnson, Director, Education and Women's Activities, International Union of Electrical and Radio Machine Workers, Washington, D. C. at the Regional Seminar/Workshop on Women in the World of Work conducted by the Technical Education Research Centers October, 1972.

This gap varied by occupational classifications; for example, in sales classifications, the female worker received 43 percent of the man's annual earnings. Female professional workers came closest to meeting the wages of men making 67 percent of the average male salary in that classification.

The introduction of a recent publication of the Equal Employment Opportunity Commission sums up the situation very clearly:

> Much has been written about the progress made by minorities and women during the sixties. It is hoped that the employment phase of this progress will be put in its proper perspective as the reader reviews the data included in this publication. One should be able to see that much of the progress so enthusiastically ascribed to minorities and women by some social scientists is either an overconcentration of both groups in industries in which the average wage rates are low or unemployment in those jobs which are low paying and offer little opportunity for advancement.
>
> While the percentage of total jobs held by minorities and women may give an indication of overall industrial exclusion, the percentage of jobs held within certain occupational groups reveals the type of discriminatory employment patterns which exist for minorities and women once they have succeeded in gaining entry into an industry. Particular attention should be directed to minority employment in white collar positions other than those in the office and clerical category and to their employment in blue collar craft positions. These data tend to show the exclusion of minorities and women from the higher paying, more responsible jobs.1/

Over the past ten years or so, several laws have been passed to help correct this situation by eliminating some of the sex based discrimination we find in employment.

THE EQUAL PAY ACT OF 1963

For many years, efforts of women's organizations, unions and other interested groups were directed toward getting a

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1/ *Employment Profiles of Minorities and Women in SMSA's of 16 Large Cities*, 1970 EEOC (introduction).

federal equal pay law on the books. It was not until 1963 that this was accomplished.

As an amendment to the Fair Labor Standards Act, this Act prohibits discrimination based on sex in the payment of wages for equal work on jobs that require equal skill, effort and responsibility and that are performed under similar working conditions.

Its provisions apply to wages, in the sense of remuneration for employment, including overtime, and to the employer's contributions on behalf of his employees for most forms of fringe benefits.

The Act specifically prohibits an employer from reducing the wage rate of any employee in order to equalize rates between the sexes. It also prohibits any labor union from causing or attempting to cause an employer to discriminate against an employee in violation of the equal pay provisions.

Not prohibited are: wage differentials based on a seniority system, a merit system, a system which measures earnings by quantity or quality of production, or any other factor other than sex.

Since the law went into effect in 1964, approximately $47.6 million for underpayments have been found due to about 113,000 employees, most of whom are women.

Under the Equal Pay Act, where litigation is involved, there are three methods authorized by law for the recovery of back wages. Initially, the Secretary of Labor may bring suit for back pay upon the written request of any employee. Or an employee may sue for back wages and an additional sum up to the amount of back pay as liquidated damages, plus attorney's fees and court costs. Finally, the Secretary of Labor may obtain an injunction to restrain any person for violating the law, including the unlawful holding of proper wages.

There are certain other features of the Equal Pay Act which merit some review.

For example, where a nonwillful violation of the Act is involved, a two year statute of limitations applies to the recovery of back wages. On the other hand, if the violation is willful, the statute of limitations for such recovery is three years.

The Equal Pay Act is enforced under the procedures of the Fair Labor Standards Act. Under its provisions, the

Technical Education Research Centers ERIC

Department of Labor has the authority to make routine investigations of business establishments to ensure compliance, even if no specific complaint is filed.

The strong enforcement procedures of the FLSA have been a very real advantage for the effective administration of the equal pay amendment.

The amendment also enjoys other advantages. For example, since its provisions are concerned solely with the questions of sex discrimination in employment, it does not have to compete for attention regarding its enforcement with measure against discrimination in employment on the basis of "race, color, religion or national origin."

Another advantage has been the fact that complaints under the Equal Pay Act are treated in strict confidence, and the name of an aggrieved worker need not be revealed unless court action ultimately becomes necessary.

As of October, 1972, 400 suits have been filed by the Department of Labor under the Equal Pay Act. The majority of those settled have been in favor of the Department of Labor.

Of course, persuasion, mediation and voluntary compliance are preferred to court suits. In fact, voluntary compliance has been obtained in about 95 percent of the Wage and Hour investigations.

Many of the Department's suits under the Equal Pay Act have gained considerable attention. Perhaps the most significant involved the Wheaton Glass Company of Millville, New Jersey. It was this case that made it clear that jobs need only be "substantially equal" to be compared under the Act.

Speaking for the Third Circuit U. S. Court of Appeals, Chief Judge Abraham L. Freedman noted that the Equal Pay Act was intended "as a broad charter of women's rights in the economic field," which "sought to overcome the age-old belief in women's inferiority..." This ruling resulted in restitution of more than $900,000 in back wages to women employees.

The courts have rejected many of the job differences offered as justification for unequal pay systems for men and women employees. The principle has been well established that differences in job content must be significant in terms of economic value, time and degree of additional skill, effort and responsibility required in order to warrant a wage differential.

Until recently, one group of employers that had been exempt from the Fair Labor Standards Act coverage and, therefore, from equal pay coverage were executives, administrative and professional employers.

However, the Education Amendments of 1972 (Higher Education Act of 1972), signed into law on June 23rd, 1972, contained an amendment to the FLSA, which extended provisions of the Equal Pay Act to an estimated 15 million executive, administrative and professional employees and outside sales people. Some of the examples of employees falling within these classifications are personnel directors, counselors, attorneys, physicians, engineers, pharmacists, chemists, technicians, programmers, systems analysts, editors and writers.

According to the Department of Labor, the new law could bring increased pay to thousands of employees in the newly covered groups. "Women will benefit more than men in the newly covered occupations, because, where sex discrimination is found, it is nearly always women who are discriminated against," said Richard Gruenwald, Director of Employment Standards Administration, which administers the Equal Pay Act. (Other provisions of the Higher Education Act will be discussed later.)

The question of equal pay has been the subject of several recent studies. A prize-winning report by the University of Michigan's Institute for Social Research, "Sex Discrimination Against the American Working Woman," insists that, if Americans truly practice their professed belief in equal pay for equal work, "the average working woman would be earning several thousand dollars more in salary than she currently is."

When ISR researchers compared workers' actual salaries to what they would be expected to earn solely on the basis of achievement, they found that the average woman came out with about $3,400 less income than the average man.

Figured another way, the report says, "the average woman should have received 71 percent more than her current income to make her income equivalent to a man with the same scores on the achievement variables."

One other finding from this study is rather surprising. Despite the rather substantial evidence of objective discrimination against women, working women did not see themselves as being discriminated against. Only about eight percent of the national sample believed they were discriminated against on their jobs!

This might well be a clue to the kind of educational programs that those of us involved with women workers need to develop.

For example, it is probable that some of the women questioned did not think they were discriminated against, because they did not know what constitutes discrimination and what the antidiscrimination laws provide.

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964

Many believe that the primary women's rights issue in the eyes of many of the 33 million working women is equal job opportunity—an equal opportunity to be hired, to be paid a comparable salary with male workers and an equal opportunity to be provided higher paying jobs.

Much of the efforts to eliminate sex discrimination in employment, which has prevented equality, has been made through Title VII of the Civil Rights Act of 1964.

This Act, which is administered by the U. S. Equal Employment Opportunity Commission (EEOC), "prohibits discrimination on the basis of race, color, religion, sex or national origin" in all aspects of employment.

It applies to employers of 25 or more employees (effective March 24, 1973, the number drops to 15) public and private employment agencies, labor unions and labor-management apprenticeship programs.

Discrimination is unlawful in hiring or firing; wages; fringe benefits; classifying, referring, assigning or promoting employees; or any other terms, conditions or privileges of employment.

To carry out its responsibilities, the EEOC was given authority to receive and investigate charges and to engage in mediation and conciliation as a means of eliminating any discrimination that it found. In the event of failure in its conciliatory efforts, the Commission could only advise the aggrieved person of his right to take the matter to court. Broad patterns and practices of discrimination, which the Commission uncovered, could be referred to the Attorney General who had authority to file suit in the federal courts seeking relief.

Efforts in Congress to give the Commission cease and desist authority started early in 1965. It was not until March, 1972, however, that additional power was given to the Commission. At that time, the President signed the "Equal Employment Act of 1972," which amended Title VII. Under the amendments, the EEOC now has the power to institute law suits in the federal district courts (the aggrieved employee still has his right to bring suit).

Here are some additional changes that should be noted:

1. Law now covers state and local government agencies and political subdivisions. Under these amendments approximately 10.1 million persons employed by state and local government units will be covered. Where charges are filed with EEOC against city and state agencies, if litigation is necessary, it will be conducted by the Attorney General rather than the EEOC.

2. The amendments extended coverage to both public and private educational institutions (this will bring about 120,000 such institutions under the law). Approximately 2.8 million teachers and professional staff and another 1.5 million nonprofessional staff members are now covered.

3. Charges may now be filed by women's rights organizations and others on behalf of aggrieved persons.

4. Employees of the federal government have been provided procedures offering greater protection from employment discrimination, under a separate provision of the law. The Civil Service Commission has been given increased authority in assuring equal employment opportunity in all aspects of federal employment.

Key provisions of the new EEO law as it affects CSC and federal agencies are:

1. Federal agencies must submit annual EEOC affirmative action plans to CSC.

2. Each plan must provide for programs of training and education that will give employees the opportunity to acquire skills needed to compete for job advancement.

3. Persons who allege discrimination can file court suits if they are not satisfied with final action taken by an agency or CSC's Board of Appeals and Review.

4. On finding evidence of discrimination, CSC may direct whatever remedies it deems appropriate, including back pay or promotions.

In the area of administration and enforcement, the new law retains the general procedures scheme which enables the

EEOC to process a charge of employment discrimination through the investigation and conciliation stages. As already mentioned, the law now authorizes EEOC, in cases where the respondent is not a government agency, to file a civil action against the respondent in an appropriate federal district court.

If conciliation is not effective in correcting a discriminatory practice, EEOC or the Attorney General can bring civil suit against the employer, labor union or employment agency. When a case in court is decided in favor of the aggrieved employee, the court may order all or any of the following:

1. Enjoin the respondent from engaging in such unlawful behavior;

2. Order affirmative action as may be appropriate;

3. Order reinstatement or hiring of employee(s) with or without back pay; and/or

4. Award back pay (no more than two years prior to the filing of a charge with the Commission).

On April 5, 1972, the EEOC issued its revised "Guidelines on Discrimination Because of Sex." These both enlarge upon previously issued guidelines and develop guidelines in areas not previously included.

The following are some of the guidelines:

1. Hiring based on strengthened characterization of the sexes, classifications or labeling of "men's jobs" and women's jobs" or advertising under male and female headings are barred under the new guidelines.

2. The bona fide occupational classifications must be narrowly interpreted.

3. Protective state labor laws and regulations are in conflict with and are superseded by Title VII of the Civil Rights Act of 1964.

4. Where state laws require minimum wage and overtime payment for women only, employers may not refuse to hire female applicants to avoid this payment, but must provide the same benefits to male employees.

   Similar provisions apply to rest, meal periods and physical facilities. (If an employer can prove

that business necessity precludes providing these benefits to both men and women, the employer need not provide them to members of either sex.)

5. Employers may not discriminate with regard to any fringe benefits such as medical, hospital, life insurance and retirement plans, etc. Differences in cost of these fringes shall not be a defense to a charge of sex discrimination under Title VII.

6. The revised guidelines prohibit excluding from employment an applicant or employee because of pregnancy. They state, among other things, that disabilities caused or contributed to by pregnancy, miscarriage, abortion, childbirth and recovery therefrom are, for all job-related purposes, temporary disabilities and should be treated as such under any health or temporary disability insurance or sick leave plan available in connection with employment. Accrual of seniority, reinstatement and payment under such insurance or plan should therefore be applied to disability due to pregnancy or childbirth as to other temporary disabilities.

It is perhaps this last point that has caused the greatest amount of reaction. Traditionally, pregnant women had been forced to leave their employment for prescribed periods of time, regardless of their physical condition and ability to work. Women have been denied temporary leaves of absence designed for illness and accidents when the leave is for childbirth. In many instances, they have been required to notify their employers within a certain period of time of their pregnancy. Often, they have not been guaranteed either job reinstatement or retention of accrued seniority rights.

But now, federal guidelines and several court cases are changing this. A large number of these lawsuits are appearing on behalf of female teachers.

Just to cite a couple of examples:

In Bravo v. Board of Education of City of Chicago, 4 FEP cases 994 998 (U.S. D.C. N.D. Ill. July 7, 1972) the court, in describing the order to be entered against the Chicago School Board, stated:

> For the purposes of sick pay, seniority and placement of returning teachers on transfer lists, the Board will be further directed to treat maternity leaves as leave due to illness.

The Sixth Circuit (Cincinnati) in LaFleur v. Cleveland Board of Education 4 FEP cases 1070 (July 28, 1972) held that a teacher has the constitutional right to continue to teach classes during pregnancy as long as it is medically determined that she is able and to return to teaching as soon after childbirth as she has recovered and is able to return.

Counting the Bravo case, there are now, in addition to the Sixth Circuit, five federal district courts which hold that, under the United States Constitution, pregnancy must be treated as sickness, when it comes to allowing a teacher to continue teaching and return to teaching whenever she is able.2/

Many other groups are also taking action to eliminate discrimination against the pregnant worker. The International Union of Electrical Workers, AFL-CIO-CLC, for example, has filed a broad complaint against a major corporation charging the company with:

1. Failing to accord employees who are disabled by pregnancy or childbirth the right to accrue and retain seniority, to accrue holiday and vacation pay, to accrue pension credits, to return to their former job when able to return to work and to receive disability and sickness pay while disabled, all of which are available to male employees when disabled for various causes;

2. Discharging females who become pregnant, or attempting by coercion to obtain their resignation; and

3. Otherwise failing to accord employees disabled by pregnancy the same rights as are accorded other employees with respect to leave and/or disability.

This charge filed with the EEOC covers about 13,000 to 14,000 female employees.

In the second case, covering approximately 30,000 women workers, the union has filed a nationwide court suit against a company for illegally denying sickness and accident benefits to employees unable to work because of pregnancy.

2/ The other three are Williams v. San Francisco Unified School District (U.S.D.C. N.D. California, March 21, 1972); Heath v. Westerville Board of Education (USDC SD, Ohio, June 28, 1972); Pockington v. The Duval County School Board (USDCMD Kansas, June 13, 1972).

EXECUTIVE ORDER 11246

(as amended by E.O. 11375)

This Order prohibits discrimination based on "race, color, religion, sex and national origin" by contractors and subcontractors of the federal government and on federally assisted construction contracts. The Office of Federal Contract Compliance has the responsibility for policy guidance, and it oversees federal agency enforcement programs.

The Order requires federal contractors to: (1) actively practice nondiscrimination in all aspects of their employment; and (2) to take affirmative action to ensure nondiscrimination.

Contractors are required to take affirmative action whenever necessary to remedy the effects of past discrimination as well as counteract discriminatory barriers to equal employment opportunities.

If a contractor does not comply, his contract can be cancelled or suspended. While to date no contract has been cancelled as such, there have been delays in awarding contracts. As an example, the Office of Civil Rights (the agency responsible for conducting contract compliance reviews in colleges and universities receiving federal contracts) reported that contracts totalling about $23 million have been delayed at approximately a dozen colleges and universities.3/

In 1970, about two years after the Executive Order was amended to cover sex, the OFCC issued guidelines on sex discrimination. These guidelines cover numerous areas of employment including pensions and fringe benefits, maternity leave policies and training programs.

According to the Executive Order, contractors with 50 employees and a contract of $50,000 or more must develop for each of their facilities a written plan for affirmative action.

On December 4, 1971, the OFCC issued Revised Order Number 4 which obligates government contractors to establish specific goals and time tables for the employment of women. Some have said that Revised Order No. 4 will have more impact on women's promotions than any other legislation.

3/ *Women Today*, August 21, 1972.

This Order contains many sections and subsections. The following deserve special attention:

1. A federal contractor or subcontractor is subject to having his contract cancelled and being debarred from future contracts unless he develops an acceptable affirmative action program for recruiting and utilizing women "at all levels and in all segments of his work force where deficiencies exist."

2. The contractor is required to give special attention to setting goals for utilizing women as "officials and managers, professionals, technicians, sales workers and craftsmen."

3. The contractor is guilty of underutilization if he has "fewer minorities or women in a particular job classification than would reasonably be expected by their availability."

4. Revised Order No. 4 requires that the contractor "establish and set forth specific goals and timetables separately for minorities and women." It has several references to the contractor's duty to involve the union in its program.

5. Revised Order No. 4 specifically provides that the contractor shall "encourage child care programs appropriately designed to improve the employment opportunities for minorities and women."

6. The contractor is also required to give minority and female employees equal opportunities for promotion.

In order to upgrade qualified minority or female employees, the contractor is required to take appropriate measures, such as the following:

1. Initiate necessary remedial job training and work-study programs; and

2. Establish formal career counseling programs to include attitude development, education aid, job rotation, buddy system and similar programs.

THE HIGHER EDUCATION ACT OF 1972

(Education Amendment of 1972)

Reference has already been made to that section of the Act which extends equal pay to executive and administrative employees. But the Higher Education Act of 1972 covers other areas of significance to women. One of these prohibits sex discrimination in all federally assisted education programs.

Title IX of the Higher Education Act states:

> No persons in the United States shall, on the basis of sex, be excluded from participating in, be denied the benefits of or be subjected to discrimination under any education program or excluded from actively receiving federal financial assistance.

This applies to public or private pre-school, elementary or secondary schools and institutions of vocational, professional and higher education. Exempt are certain institutions controlled by religious organizations as well as schools training individuals for the United States military service or the merchant marine.

With regard to admissions, the antidiscrimination provision applies only to public vocational, professional and graduate schools as well as public undergraduate colleges and universities, except those that traditionally have had a policy of admitting only students of one sex. Private undergraduate schools are not covered.

It should be noted that an institution may be exempt from the provisions relating to admissions, but still be subject to other prohibitions regarding sex discrimination. These provisions apply one year from date of enactment, except that schools in the process of transition to coeducation, under a plan approved by the Commissioner of Education, have six years from the date of enactment or seven years from the beginning of the process, whichever is later.

For the first time, the Department of Health, Education and Welfare has been empowered to regulate the admissions, student assignment and faculty employment practices of most institutions of higher education on penalty of a cutoff of federal funds.4/

4/ *Wall Street Journal*, July 13, 1972.

The new measure also appears to tighten HEW control over student aid, which had traditionally been administered by the colleges and universities.5/ A large federal scholarship program, "the basic opportunity grant," which gives needy students up to $1,400 a year, will be run by HEW's Office of Education, not by the schools.

Many feel that the greatest impact of the new law will be on professional schools such as medical, nursing and law. Statistics show that not only are fewer women attending graduate schools than men, but proportionately fewer women applicants are accepted. According to an HEW official, quoted in the *Wall Street Journal*, "One of the underlying thrusts of the legislation is in terms of providing women increased access to the job market and enabling them to compete on an equal basis with men."

There are several other laws affecting the education and employment of women.

The Age Discrimination in Employment Act of 1967 provides for the employment of the older worker, based on ability rather than age, and prohibits arbitrary age discrimination in employment. It protects individuals 40 to 65 years old from age discrimination by employers in an industry affecting interstate commerce, employment agencies serving such employers and labor organizations with members in an industry affecting interstate commerce.

The Comprehensive Health Manpower Act of 1971 prohibits sex discrimination in admissions to the nation's medical schools. The Department of HEW is prohibited from granting funds to any medical school which is guilty of discrimination against women in this area.

Although these laws have been effective to some degree in alleviating discrimination against women, there still remain deep-rooted biases that have to be eliminated.

Many corporations, faced with the task of changing long-held corporate attitudes, have instituted management awareness sessions where employers discuss the problem of sex discrimination.

Some have gone beyond mere discussions. IBM Corporation, for example, requires all of its managers to participate in a three-hour program on sex bias. It commissioned a $50,000 film for managerial viewing on problems that confront workers.

5/ Ibid.

The "caste" structure, which puts women in certain jobs because they are women and which keeps them there for the same reason, has to be discarded.

Perhaps if all public and private concerns began to view hiring, promotion and upgrading of women as an opportunity to draw from the underutilized, but extremely qualified labor pool, then even greater progress will be realized in the education and employment of women.

PROBLEMS ASSOCIATED WITH THE EDUCATION AND EMPLOYMENT OF WOMEN

The Kerner Commission in 1968 shocked the nation with a statement indicating this nation was headed toward two separate societies——one white, and one black. In another context, we are headed toward two separate societies——one male, and the other female. And to indulge in the comparison a step further, it has been that way for a long time.

Authors Judith Hole and Ellen Levine in their book, *The Rebirth of Feminism*, observe that "sexism" can be readily substituted for "racism" in the dictionary. Not only then is the meaning of sexism clear, but the resulting definition incisively sums up the present state of affairs.

> 1. - a belief that human sexes have distinctive characteristics that determine their respective cultures; usually involving the idea that one's own sex is superior and has the right to rule others; 2. - a policy of enforcing such asserted right; and 3. - a system of government and society based upon it.

Is the notion of a dual society so far from reality?

We speak of a man's world and, in a much smaller context, such as television programs and fashion pages, of a woman's world; we speak of manpower, and more recently of womanpower; we speak of a man's work, and a woman's work.

There are various laws and regulations intended to prevent discrimination in employment on the basis of sex. But we know from civil rights laws that, for some, laws exist on the books in name only. Discrimination against women is still practiced in overt, but more so, in subtle and unconscious forms.

Speech delivered by Ms. Sherrie Mazingo, Doctoral Fellow, Michigan State University, East Lansing, Michigan, at the Regional Seminar/Workshop on Women in the World of Work conducted by the Technical Education Research Centers October, 1972.

We have laws, and yet a nationwide movement of women continues to demand equality. There is no reason to assume that, if every conceivable law was enacted to meet this demand, the movement would suddenly pull up short. No more than our racial problems have ceased because civil rights laws have been passed.

We have laws, and yet disappointment, disenchantment and disruption daily continue to pervade every major American institution——including the home. We have laws, and yet seminars are being held regularly, hopefully to bring about a higher level of consciousness-raising.

We have laws, and yet at least a dozen colleges and universities have jeopardized $23 million in contracts by balking at requests to deal effectively with employment discrimination. According to the U. S. Office of Civil Rights, these institutions failed to correct deficiencies in recruitment, employment, training, and advancement of minorities and women.

"In particular," said an official of the Civil Rights Office, "there seems to be a reluctance on the part of some to realize that sex discrimination is out the window."

Despite the fact that the Equal Rights Amendment for women was pigeonholed for 47 years in a House Committee, it is likely that more laws will be passed. The Higher Education Act of 1972 includes a far-reaching provision that prohibits sex discrimination in federally assisted programs of vocational education and public undergraduate and graduate schools.

But passage of more laws, or the enforcement of existing ones, is not all that is needed.

Much of the current problem lies in attitudes, attitudes influenced by indoctrination, sanctioned by tradition, and resulting in fears, biases and discrimination. Leaders in education, business and industry are in a position to change these attitudes.

A review of how these attitudes are manifested is in order before examining current education and employment practices.

In this society, the genesis of sex-role stereotyping is often at birth. The secondary priority we assign to women, in anticipation of their expected adult roles, is often seen in the disappointment that greets the birth of a girl.

"Little girls," says social scientist, Joan Mandle, "are encouraged to exhibit behavior and develop personality traits which are consistent with the nurturant, expressive, and largely protected roles to which they are ascribed by society." Unfortunately, our educational system has reinforced these roles.

At adolescence, there is considerable pressure on young girls, "exerted primarily by peer groups," says Mandle, "to conform to a culturally ideal femininity...an ideal which usually excludes the possibility of high intellectual achievement. Such pressure helps to explain the significant decline in intellectual achievement which occurs among females during adolescence.

"Self-identity for adolescents," she continues, "derives from a prevailing concept of femininity which focuses almost exclusively on the fulfillment of wife-mother roles. Unlike males, whose sense of identity depends on an assessment of their own abilities, talents and aspirations for achievement in occupational roles, women's status and identity are determined not by their own achievements or accomplishments, but by those of a husband.

"Adolescent girls then are oriented to a future which they will determine only indirectly by marrying a suitable man, whose ideas, aspirations, and identity will then determine their own...that future, given the romantic ideology of American culture, depends on an unplannable process of falling in love...and getting married.

"As a result, clear ideas of plans for the future are found but rarely in adolescent or even college-age women. The assignment of women to roles that involve being cared for, being dependent on someone else for status and prestige, relieves young girls of the responsibility for carefully working out who they are and what they might accomplish as adults."

The Report of the Commission on the Education of Women, *How Fare American Women* notes that, "the I.Q.'s and grades of girls in high school become lower when they consider that successful academic achievement militates against their popularity and femininity."

It is in high school, say Hole and Levine, that boys and girls are irrevocably tracked into traditional life roles. And they charge that women students are unable to receive decent career counseling at the high school or college level, continually being discouraged from entering "non-feminine" occupations.

Most of this discouragement comes from teachers and counselors whose perspectives are limited, in turn, by the

education departments that train future counselors, most of which are headed and staffed by men. Of the 343 departments surveyed by the authors, 209 of them had no women, and 82 had only one woman staff member.

In examining the unfavorable status of women in employment, the evidence again reflects on the early socialization process. That process has militated against women developing their intellectual abilities or seeking preparation for diverse occupational roles. Consequently, of over 250 occupational categories listed by the Census Bureau, one-half of all women workers are employed in 21 of those fields, and one-fourth are concentrated in five of them as secretaries, bookkeepers, elementary teachers, domestics and waitresses. There are probably many potential technicians, scientists, engineers or mathematicians banging typewriters! Employers as well as educators must become more sensitive to this problem.

The barriers that women face often begin at the entry level of employment. Bill Thomas, a columnist, wrote the following:

> It's a little after one o'clock in the afternoon when Mr. Hireright, the company personnel manager, returns from lunch. There's a knock on the door and it's Bill Upcoming, the young employment interviewer.
>
> "Mr. Hireright, I have those applications for the people I interviewed last week. You said you wanted to see them before I finalize them for placement."
>
> "All right," gruffs Hireright, "let's discuss them now."
>
> "Now here's one, sir. This fellow has no experience and no formal education, but he seems aggressive and determined. He'd like to get into our junior executive training program."
>
> "Fine," says Hireright, "we'll get him off to a good start."
>
> Hireright and Upcoming go over the rest of the applications.
>
> "These last two, sir, look pretty good. Marie Curie and Mary McLeod Bethune. We do have to be careful about our EEOC quota."
>
> "Hmmm," says Hireright. "What does this Curie girl want to do?"

"Well, her credentials in research are pretty good. She and her husband worked together for years in their own R & D lab. She'd like to work in R & D for us."

"What salary is she asking?" asks Hireright.

"About $700 a month to start, sir."

$700!" bellows Hireright. "That's only a few hundred dollars less than some of our new young men with families make in that department. Offer her a job as a secretary in the accounting department. Tell her after she's been here awhile we'll see about upgrading her."

"Now, this Miss Bethune, sir, she's colored you know."

"Yes," says Hireright, "I saw the code mark on her application. What have you got in mind for her?"

"Well, I thought school and community affairs liaison would be a good title to start her with."

"What's the job description," says Hireright, frowning.

"None, sir, I thought we'd sort of let her grow into the job."

"Grow into it? What's her background?"

"Well, she has done some teaching...and she is colored, and we do have our quota, and we do need a few more blacks here and there..."

"O.K. Upcoming, O.K. Oh, and Upcoming," yells Hireright as Upcoming turns to leave, "see that the names of both those girls gets into the steno pool."

While that scene has its moments of humor, the stark reality is that discussions like it are taking place in personnel offices every day.

And tragically, not only have many men accepted and perpetrated the narrow and confining ideology wrought by the socialization process, but many women have too, becoming at one and the same time, its victims and adherents.

Social scientist, David Riesman, has drawn an interesting parallel between women's reluctance to pursue demanding careers and the Negro pattern of a generation ago. Says Riesman:

> Negro colleges like Tuskegee...said to their students: "There's no chance for Negro engineers, Negro technicians, and professionals, in a dozen fields where they would be in the same pyramid with whites; so we've got to turn out Negro mechanics, artisans, and agriculturists, for which there will always be a market." Today, one finds many places that would like to hire a Negro anesthetist or engineer or psychologist, but not enough Negroes took chances a generation ago on an "impractical" education to be available for these places which now unexpectedly exist: hence, the sound, practical, earlier judgment turns out to be self-confirming, like so much work in the field of vocational guidance.

As a footnote to Riesman's comment, Cynthia Epstein, a writer, adds: "The whole process of preparation for reality may miscarry as women fail to raise their sights——and training——to meet the new realities that will exist within their working lives."

But now what of the woman who does make it into the upper echelons of employment or who enters into diverse occupations that have been traditionally reserved for men?

Sadly, the situation is much the same. For there too she is subjected to the same attitudes fostered by the same indoctrination that has haunted her throughout childhood, adolescence and adulthood. Such attitudes make participation uncomfortable and high level performance difficult, and her contributions are generally disregarded.

If she asserts herself to overcome these obstacles while performing to the highest level of her abilities, she is quickly labelled as aggressive, ambitious, determined, and hard-driving--positive attributes for a man, but pejorative distinctions for a woman.

Too often, women and minorities are tokens or forerunners in these situations, and, like Avis, they have to try harder.

Pity help the woman if the pressures from working in such an atmosphere start to tell. For, whereas she may have had trouble getting advice on something concerning her job, it abounds when she shows the least sign of weakness.

If she's single, she ought to get married.

If she's married, she should be home taking care of the children.

If she's middle-aged, she's going through the change.

And if somehow she manages to elude all of these categories, she still may face the remark, "a woman doesn't belong in this job anyway."

Epstein makes the following comments:

> As long as certain occupations are defined as male, women who seek entry to them will be defined as social deviants and be subjected to social sanctions. Women in these occupations will tend to be discouraged from seeking advancement when they perceive that the opportunity structure is limited for them.
>
> As a result, they will be less often motivated even to consider professions defined as incompatible with women's roles.
>
> Our best women——those in whom society has invested heavily——underperform, underachieve, and underproduce. We waste them and they waste themselves.

Marriage and career need not be mutually exclusive, and many women are effectively combining both. Women who choose a career must be allowed to do so without society castigating them or insisting that it is their destiny to fill wife-mother roles. On the other hand, those women who choose the home-centered role make equally valuable contributions to society. Their worth must be recognized so that they too may rise to equal status in society.

There is no right model for marriage, and there is no right model for career, just as there is no right model for living.

The mass media has played an important role in shaping and reinforcing the image of women for the mass culture.

Almost exclusively on television, women are housewives, mothers or sex symbols (but interestingly enough, never all three). Women are portrayed as stupid, mindless little drudges who spend time contemplating the ingredients in the

bathroom bowl cleaner. The high point of a woman's day is a whiter than white wash, a visit from the white tornado, or the unparalled ecstasy of getting rid of ring around the collar.

Even in her "natural" environment, the home, the helpless creature, as portrayed by television, still needs help from a man. The little woman is often given much needed assistance by the Man From Glad, Mr. Clean or the Ajax White Knight.

Through the magic of television, even the ordinary routines of housework have been glorified, and changing diapers has been made to somehow seem fulfilling.

In regular programming, the delineation of women as the weaker sex playing traditional roles follows along much the same lines.

The Kerner Commission reported that the media, especially television, has a profound influence and effect in shaping attitudes and determining values. The media presents models and life roles that young girls and boys are exposed to day after day, and young people come to believe in, adopt, and accept them as the way things are supposed to be.

"The true concept of self is obscured and commercially exploited," notes Betty Friedan. "The adult woman must learn to separate the reality from fantasy, and discern the valid adult avenues of winning approval and self-esteem."

Where is the influence of women in the mass media? Do they sit in representative numbers as the decision makers and policy makers? Are they network executives or even station and program managers? Are they managing, city, or assistant city editors of our daily press? There are either none or very few. The media is controlled, operated and run almost exclusively by men, and it could be that they see only their own image.

This society is embarked, nearly immersed in, the most rapidly expanding technological era in the history of this country. The sheer range of such technology makes the task of keeping up with and understanding the complexities of changes and developments nearly insuperable for experts and laymen alike.

In the field of communications alone, there are communication satellites; cable transmission systems; communication by laser; ultra-microfiche; computer-implemented communications systems; videophones; data banks; and the wired city concept.

On the heels of these technological changes are widespread social changes. People of all ages are opting for different life styles and patterns. Men and women of all ages and backgrounds are returning to campuses in droves, while many of the young, disenchanted with four, five, six, and seven year programs, are turning away from those campuses. Both of these movements have implications for vocational-technical education, and those in the field should be aware of them.

At the start of the next decade, women's participation in the labor force is expected to be about 37 million, more than half again as large as it was in 1960.

Those charged with vocational education, teacher education, counseling and employment do not have an easy responsibility in keeping abreast of the current realities as well as providing reliable information about the future.

But certainly the impending changes mandate a far greater awareness than now exists. It is vital that awareness include expanding opportunities for women and newly opened avenues of training that will result in full and diverse occupational skills.

The statement that "potential ability ignores sex lines" needs to be resurrected and remembered. Time will be the best indicator of whether we effectively use women as an important labor resource or let their talents remain untapped and dormant.

The immediate goal is twofold: to stand ready to meet the technical, educational, and industrial demands of a rapidly changing environment; and to meet the changing demands of women themselves as they seek varied roles within that environment.

ISSUES EMERGING FROM THE WOMEN'S RIGHTS MOVEMENT AND THEIR IMPLICATIONS FOR VOCATIONAL-TECHNICAL AND CAREER EDUCATION

God created woman. And boredom did indeed cease from that moment, but many other things ceased as well. Woman was God's second mistake. Friedrich Nietzsche (1844-1900)

The desire of a man for a woman is not directed at her because she is a human being, but because she is a woman. That she is a human being is of no concern to him. Immanuel Kant (1724-1804)

The whole trade in the luxuries of life is brought into existence and supported by the requirements of women. Leo Tolstoy (1828-1910)

By all means marry; if you get a good wife, you'll become happy; if you get a bad one, you'll become a philosopher. Socrates (c. 470-399 B.C.)

Work consists of whatever a body is obliged to do, and play consists of whatever a body is not obliged to do. Mark Twain (1835-1910)

Employment is nature's physician, and is essential to human happiness. Galen (c. 130-c. 200)

How happy the life unembarrassed by the care of business. Publilius Syrus, Maxim 725

Man is a cooking animal. The beasts have memory, judgment, and all the faculties and passions of our mind, in a certain degree; but no beast is a cook. James Boswell (1740-1795)

Speech delivered by Dr. Jack Willers, Professor, Philosophy of Education, George Peabody College for Teachers, Nashville, Tennessee, at the Regional Seminar/Workshop on Women in the World of Work conducted by the Technical Education Research Centers October, 1972.

Technical Education Research Centers ERIC

Our culture is shot through and through with a preoccupation with sex. To everything we assign a gender. To every reality there clings some symbolic sexual meaning. Not just animals and plants have sex, but also colors, foods, occupations, social roles, songs, objects of art, furniture, decorations, cigarettes, clothes, areas of study, books and magazines, vehicles, businesses, social institutions and services, houses and buildings, words, and on and on and on. Even the statement, "Better to be preoccupied with sex than occupied," is female. For in our sex-distracted society, men possess, and women take in boarders.

It is to the discriminations emerging from such attitudes and our preoccupation with sex that the women's rights movement is counter-responding. The civil rights movement demonstrated how to bring political and economic pressures to bear on needed social changes. But it also convinced women in the movement that male dominated leadership subordinated them and kept them from sharing decisions and making effective contributions.

Women caucuses followed at national civil rights conventions, and this tactic soon spread to professional organizations and educational institutions to call attention to the inequalities of women in general, regardless of race, creed, color or national origin.

By the late Sixties a large number of women from all walks of life, but mainly young, were voicing their grievances against a sexist society. When these grievances became demands in the form of social action against established inequalities, the mass media provided sensational attraction, and the discontent became a national movement—Women's Lib.

The ideology of feminism is difficult to systematize. Indeed, its tenets are still in the formative stage, but perhaps the following will suffice for our purposes:

1. The economic and political opportunities for women are not to be limited by socially defined expectations and conventions; women are to be free to choose their own life styles, purposes and social roles.

2. Stereotypes and myths about women which curtail their human development and socio-economic advancement are to be struck down.

3. The male domination of social, political, economic and educational systems is to be replaced with women's

equality with men and a recognition of female potentials and contributions to the general welfare.

4. Subtle, even subliminal, negative influences on the female self concept which lowers her aspirations and internalizes negative appraisals of her sex must be eliminated from all forms of the social process.

A HISTORY OF EDUCATIONAL DISCRIMINATION

That the Women's Liberation movement should readily identify with efforts for educational reform is no mystery. The educational establishment has itself for 2500 years or more engaged preeminently in subjugating women, inadvertently if not deliberately, and subjecting their intellectual and economic roles to supposed male superiorities.

Plato did advocate the same education for both males and females, and asserted the rights of women to share equally in all public duties, including military defense (*Republic*, iv. 445ff). But only two women that we know of (Lastheneia of Mantineia and Axiothea of Phlious) ever attended the Akademia, and even then only if dressed in male attire.

In practice, the women of Hellas were segregated nonentities with no influence on their sons who soon learned to dissociate from family life. Education in most Hellenic States excluded girls and women altogether. According to Perikles, the duty of an Athenian woman was to retire completely from life lest her name be spoken in praise or blame among men (Thucidides, ii. 45.4). Xenophon explains that the gods have made women weaker than men; therefore, Heaven has established a division of labor between husbands who manage everything outdoors and wives who manage everything indoors.

Weaving and cooking were the only two provinces known to either Plato or Xenophon in which Hellenic women, raised with no idea of earning their own living, could achieve. Marriages, of course, were arranged between the parents and the bridegroom, and wives, continuing their indoor life of childhood, were allowed neither formal education nor opportunities to engage in public service.

For Aristotle, similarly, the purpose of a woman was to gratify her spouse, who was, of course, the complete and absolute lord of the whole connubial domain. To obey and please him and to bear him healthy successors was the essence of her function. What finer social arrangement could be defined than that in which at least half the population, regardless of race, economic status or political power, could realize the psychological advantages of feeling superior to the other half?

The Western world's stream of cultural input from Judaism through Christendom could have hardly mixed more easily with that of Greece and Rome. The doctrines of original depravity and universal sin were at least mitigated, for men at any rate, by the myth that it all started with a woman. And St. Paul set for the ages the rules of discrimination against women; they are in all things to be in subjection to their husbands and not to talk in church.

Augustine expressed amazement that God should have created women at all, and by the end of the sixteenth century the Wittenberg faculty were debating whether or not women could be considered human beings. At least the question had finally been raised.

For the modern world, Rousseau (1712-1778) established the principles of the social roles and education of women on the basis that they were "made specially to please men." His ultimate rule was "always follow the indications of nature" which dictate "that men and women neither are nor ought to be constituted alike either in character or in temperament," so that "they ought not to receive the same education" or "be employed in the same operations...." (*Emile*, edited by Archer, 218f).

Rousseau doubted the feasibility of women moving easily from family hearth to be buffeted by weather, work and war. Throughout the ages this argument has flourished under the guise of male protection of female gentleness, and women in the past, like most today, have not always been hesitant in accepting the economic security and the domestic tranquility that male chauvinism provides.

The historical and cultural account of the educational and economic deprivation of women on the sole basis of sex could go on to include Nietzsche and Freud. But my purpose is merely to give some credence to the thesis that the aims of the women's rights movement are inexorably tied to institutionalized inequalities, especially as they are revealed in the family and educational system. To some considerable extent, therefore, the equality of women's rights is contingent not only upon changes in the world of work, but also upon changes in these two primary social institutions, and most particularly education as it controls the opportunities for career preparation and entry.

Two major areas of educational inequality must be added to the dismal history of discrimination against women. First, there is the second-rate status vocational training and career preparation for useful occupations has always suffered in formal educational systems. Our Western world has never fully

recovered, despite its characteristic work ethic and the American pragmatic orientation, from the snobbish Greek attitude toward vocations, trades and handcrafts. All such occupations deprive the male citizen of leisure time necessary, as Aristotle put it, "both for the development of virtue and the performance of political duties" (*Politics*, VIII, 1). Thus, work was equated with both slavery and immorality.

Late in the fourth century A.D., Martianus Capella defined the limits of the medieval curriculum to seven liberal arts, including only those that would interest celestial and spiritual beings, thereby excluding medicine, architecture and the physical and mechanical sciences.

More encompassing are the newer realizations that students as a whole comprise a class of slaves, that teachers are the twentieth century counterparts of the nineteenth century slaveowners, and that schools in general are operated as eighteenth century work houses or poverty prisons to keep youth in their place. As Jerry Farber said, "Students are niggers." And teachers who show a personal regard for these slaves are "niggerlovers." Niger-slave-students must utilize separate and unequal dining facilities and toilets. They are denied the use of certain rooms, buildings and campus facilities. In some towns, local ordinances restrict university students from living in certain zoned residential districts. As "niggers," students across the land of the free have no effective voice in the decisions which affect their educational aims, the quality of instruction or the curriculum requirements. Whatever the level, education reflects a master-slave relationship, and "learning" is based on respect for unquestioned authority.

These, then, are the areas of immediate concern:

1. The inequality of rights of women on account of sex;

2. The enslavement of students in educational institutions which serve as prisons to keep them in line; and

3. A biased curriculum that fosters prejudice against vocational preparation relevant to contemporary needs and useful career skills.

These concerns converge at the focal point of career education of women for vocational-technical occupations. If one happens to be a female student in a career education program, or in need or want of practical vocational training or technical education, she stands at the end of the funnel into which is poured much of the inequality of our present society.

And, again, if she happens to be black, red, yellow or brown and all of the injustices due to racial discrimination are added, this woman incorporates the frustrations and feelings of inferiority revealed by the instability and discontent within our aimless, violent society.

MALES, KEEP OUT!

One is impressed with the fact that the black civil rights movement has been, and to a lesser degree remains, a movement not only of blacks but of whites as well. On the other hand, the women's rights movement appears to be, for the most part, a movement of females into which a male moves only with some justifiable trepidation—especially a male teacher of teachers, like myself, whose classes are eighty percent female. But then there are the males-come-lately of the Ashley Montague-type who either have it made in a world of male jingoism and, therefore, no longer feel the need to compete, or who possess some compassion for "underdogs" and "losers," which enables them to continue to feel superior in their profitable, sustaining struggle for the political and economic rights of the subjected sex. After all, it is not the superior who enlist the help of the inferior, but the other way around.

Such attitudes have kept the women's rights movement a movement not only for women but, for the most part, a movement of women. And by design, at that. For the very establishment of a movement, reaffirming the subjugated roles and status of women, ironically thereby contravenes its own purposes.

At least one of the major aims of the Women's Liberation movement is to heighten the consciousness of women themselves to the inferior social and educational roles they play in a society that continues to assume the myth of female intellectual and biological inferiority. Thus, in educational circles, "many women who are committed to women's studies...are concerned that the [male dominated] universities will coopt women's studies and offer token courses that are noncontroversial and meaningless" (Trecker, 92). The control of such studies and information about them are, therefore, best kept in the hands of women. After all, it may be argued, a women's rights movement would not really be needed if men could be trusted not to dominate its control and direction.

At a recent female caucus in Birmingham, a handful of men were asked to leave and "go bake cakes" for the movement's cause.

> There seems to be a positive correlation between a program's commitment to action and a desire on the part of its female participants to

> exclude males, However, even within the radical wing we find many divergent attitudes, ranging from a willingness to work closely with men to a view of man as the enemy from whom power must be wrested (Somerville, 36).

Women are awaking to the necessity of speaking for themselves. As long as they call upon the men to do their talking —and thereby apparently their thinking as well—the movement towards equal women's rights will not progress far. Therefore, though tempted to rely on the greater political and economic power of men to further their cause of a nonsexist society, the women have refrained lest they achieve an even more male dominated society. Oppressors cannot speak for the oppressed.

THE ECONOMICS OF FEMINISM

The American consciousness of the second-class citizenship of minorities has risen appreciably in the past twenty years. Yet the status of women in America—comprising a majority of fifty-one percent of our nation's population—remains as inferior as that of any minority (*Time*, August, 1970). Females make up one-third of the work force; forty-two percent of the women sixteen or older are working. Yet more women are living in poverty than men.

The median salary for full-time workers in 1968 was only $4,580 for white females compared to $7,870 for white males, and $3,487 for nonwhite females compared to $5,314 for nonwhite males. Ironically, in our sexist society, despite its racism, white women earn less on the average than nonwhite men. Women constitute only nine percent of the professions. Data from the Research Division of the National Education Association show that 85 percent of all elementary classroom teachers are women, but only thirty percent of the teaching principals and nineteen percent of the nonteaching principals are female. At the high school level, only three percent of the principals are women. And according to the American Association of School Administrators, "among the 14,000 people holding the top public school positions as superintendents, fewer than one percent are women" (Friedan, 18).

Furthermore, women's gains in job status, education and earning power, when compared with men, are shown to be actual losses. For example, between 1940 and 1966, professional women decreased about one-tenth, while female clericals increased about one-third (Culligan, 25f).

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COME UP AND LISTEN TO MY STEREO-TYPE

These economic considerations are the conventional criteria for inequality. But the gap between human rights and women's reality is not just economic. It is psychic as well. Inequality also produces feelings of inferiority which generate self hate and anger. Feelings of inadequacy, more than poverty, account for increasingly higher rates in delinquency, crime, violence and, of course, political protest.

The women's rights movement is calling the attention of educators to "the importance of a woman's acquisition of a sense of herself as an independent, vigorous, and forceful being beyond her role as wife and mother" (Crawford, 19). Dr. Benjamin Spock claims that one "potent reason why girls and young women shy away from a commitment to a career is that they've been persuaded they don't have what it takes"(Spock, 50). The schools are in major part responsible for this self-demeaning attitude by virtue of their uncritical reinforcement of unquestioned female stereotypes which foster inadequate self concepts among girls and women.

Sophomore anthropology students, even females, know that symbols of femininity and masculinity vary from culture to culture and from age to age. The so-called "feminine traits" of modern Western society have been observed as "male traits" in other cultures, so that it is senseless to assume that females have a monopoly on subjectivity, passivity, intuitiveness, or aesthetic sensitivity. Or that aggressiveness, courage, logic, and inventiveness belong exclusively or even mainly to the male gender. Psychologists and sociologists are in general agreement that traits of gender are merely the responses we make in trying to live up to the expectations of our social situation.

Sexual roles are, therefore, mere social conventions. They are learned, not given. They are man-made, culturally derived, without divine sanctions, varying from place to place and from time to time. What man has put together, let no false god defend!

Yet in our present society, and expecially in the schools, stereotypes according to sex are rampant. Boys are taught to despise or acquiesce to girls for their physical weakness. Female sensitivity and gentleness are equated with softness and lack of initiative and intelligence. Stereotyped sex roles mold women to be decorative, passive, supportive and powerless in a world they see as beyond their control.

Feminists are concerned about the climate of education that defines social roles according to gender. They are

seeking to create an alternative to sexist education by heightening the consciousness of teachers and administrators and by providing resources and tools for a nonsexist curriculum. Here are just a few of the ways educators uncritically reinforce prejudices based solely on sex:

1. Teachers have different sets of expectations for boys and girls.

2. Educators expect boys to be more physically aggressive and competitive than girls.

3. Teachers motivate boys by indicating how things work, but girls are subtly led to remain passive or engage only in ornamental activities. Thus, teaching styles and teacher-student relationships differ from boys to girls.

4. The education of girls directs them toward an aesthetic sensitivity, but boys are led to be aware of scientific principles.

5. Sex-role stereotyping in most learning situations is unquestioned.

6. When the physical integrity of female students is violated by male students, the girls both feel guilty and are held to blame.

But how can we hold the schools accountable for promoting feelings of inferiority due to sex-role stereotyping? Aren't the schools charged with transmitting and conserving, passively reflecting without distortion, the values of our society and the truths of our cultural heritage? The schools need liberation every bit as much as women need liberation from fixed, stereotyped social and sexual roles.

The school is dynamic, critical, questioning—at least to the extent we allow growing, learning children to be curious, inventive, demanding and creative. Perhaps this is why so much criticism can be justly placed upon out schools today; in the social service role of reflecting existing society and maintaining the status quo, educators are afraid to let students doubt, question, reject, discover, learn and recreate.

But as long as we keep putting kids in boxes called schools, to shut them out of society, to keep them quiet, complaisant, conforming, to keep them unthreateningly in their "place," they will continue to invent ingenious ways of breaking out. The schools, composed mainly of risk-taking, question-popping, authority-testing minds, and only incidentally of

self-serving snobs, rule-writing wenches, and academic eunuchs —the schools will and must also respond critically to whatever social rubbish it reflects—whether racism or sexism.

Whether we like it or not, the school is more than a mirror of reality; it is the conscience of our society. In this sense, the schools carry a heavy burden of the responsibility for injustice, inequality, bigotry and arbitrary authoritarianism. It is a burden now shouldered mainly by the young, the disenfranchized, the unintimidated, the unestablished— the ones who haven't got it made, doubt their chances of ever making it, and question the worth of making it if institutional rewards are given only for acquiescence and can be gained only by selling one's own soul. But it is a responsibility that we all share, and a burden that all should bear.

The shame is not that the schools unwittingly reinforce stereotyped sex roles, but that educators have been preeminently successful without really trying—at the cost of containing curiosity and curtailing creativity. Why is it that the schools readily succeed in teaching those matters we teach without deliberation, but grossly fail in most of our conscious efforts? "Indeed, schools function to reinforce the sexual stereotypes that children have been taught by their parents, friends, and the mass culture we live in" (Howe, 77). But schools are more to blame than any other social function or institution for this subtle form of dehumanization, for schools exist for the expressed, deliberate purpose of teaching.

Children learn sexual stereotypes at an early age, and by the age of eight or nine, they "have already gotten the message that only certain choices are available, and that these choices are based on sex" (Harrison, 16). For instance, "girls are not expected to have work identity other than as servants or helpers...the books that schoolgirls read prepare them early for the goal of marriage, hardly ever for work, and never for independence" (Howe, 92).

In nurseries, kindergartens and elementary schools, carpentry tools, heavy building materials and jungle gyms can be found in one section of the classroom to which boys are steered. In another separate part of the classroom, one is likely to find dolls, homemaking equipment, dishes, dainty costumes and a mock-up of mother's kitchen. Rarely is one of the boys observed moving toward that side of the room reserved for the girls. He learns quickly and easily that there is less value in that direction. When girls make an attempt to invade the male domain, they are intimidated and shut out. For most children, crossing this invisible but nevertheless real barrier between "male things" and "female things" can be an emotional impossibility.

> In most secondary schools, only an exceptional girl will ask to be admitted to an industrial arts course, and if she does, she may not be encouraged to participate. Girls are usually channeled into homemaking courses; boys, into industrial arts. Yet in our technological society, where each sex is expected to fulfill multiple roles, girls surely need to develop competence in industrial arts and other forms of career education, and boys need to acquire knowledge of nutrition, family life, and homemaking skills (McLure, 33f).

It is unfortunate that many schools encourage the mystique that in order to be truly feminine one must remain ignorant of mechanical and technical studies. Daily classroom activities give boys the opportunity to operate electrical devices and mechanical equipment. But a girl seldom has the opportunity to learn how to work with such tools, and the school, despite its massive failures in other directions, quickly and easily teaches girls not to volunteer for "man's work" in a "man's world."

> The teacher who reluctantly permits a girl to sign up for shop, but makes it clear the course is not lady-like; the math book which shows Susie measuring ingredients for a cake while Johnny builds a rocket; the committee which awards more scholarships to boys than girls (girls may marry and not "use" their education) are all examples of stereotyped thinking about male/female roles.... (Koontz, 26).

If vocational counselors and career educators wait until the youth are at the stage of firming up their first vocational and professional education decisions before combating the prejudices of sex-role stereotyping, it will be too late to encourage girls to fulfill their repressed aspirations to become foresters, veterinarians, architects or engineers. Assuming that male roles are also stereotyped and that men as well as women need liberation, it will also be too late by then to teach boys that home decoration, clothing design, nursing, even teaching are not lacking in masculinity. These realizations give further credence to the notion that career education must encompass the entire life of the individual—the early years when values are being formed as well as the later years when career directions are in flux.

One of the greatest demands on and challenges to our schools and the society as a whole is to break free of

stereotypes that oversimplify or overgeneralize an uncritical attitude toward any one, any race, any issue, any institution or event. The aim of education is to free ourselves and our students from rigid thought patterns. In helping students to overcome stereotyped judgments of sex roles, occupations and career images, we promote democratic ideals in the schools as well as the highest aims of education.

Taking the status of working women as it now exists, the schools distort reality "by a patriarchal attitude about who should work and the maleness of work" (Howe, 93). Career educators can and should develop new curricular resources at all learning levels that do not through ignorance or thoughtlessness reinforce sexist standards and sex-role stereotypes. Vocational counselors particularly will have to be reeducated through inservice remedial programs. Vocational programs must be "destereotyped" from top to bottom.

UNWANTED: DUMB BUT BEAUTIFUL BLOND

Besides the process of reinforcing stereotyped sex roles, the schools reflect sexism in our society by failing to provide adequate female images for self-identification. Girls see male images far more often in school experiences, reference materials and the curriculum in general. For instance, males are far more likely to hold leading character roles in the literature of the schools. In children's books, the male characters are forceful, successful, and competent; yet female characters, study after study has verified, are inept, lost, merely supportive, and insecure.

In history textbooks an awareness and appreciation for the contributions and achievements of women in the past is noticeably missing. More often than not history is taught as a succession of great men. Of course, it might be acknowledged that behind each of these great men was also a great women—or more than likely a series of great women. But the women are always kept in their rightful place—behind the men who make history and control the destinies of nations—and women. The antifeminists who, of course, are not always male, argue that history should be taught as a process, not as a succession of great men or great women. But the angry retort of the feminists is that men have their heroes, and that women, too, need historical models to admire, to emulate, and to give them a sense of identity. In other words, the masculine version of history is no better for females than studies which neglect the historical and contemporary contributions of blacks are adequate for Negroes.

We are living, then, in a period of educational history in which compensatory efforts such as black studies and

women studies are needed and appropriate. In the long run, however, once compensation has been made, once historical and sex images have been corrected, such studies themselves could become vicious distortions of reality. The safest way to study children is to study them in all their varied roles, beyond the school, living and working with adults. There is no black history per se apart from the history of other races any more than there is white history that ignores the cultural roots of the blacks. By the same token, both women and men must sooner or later learn to study women not just as women but as human beings who live and work, fail and succeed with men, and often not much unlike men.

But vocational-technical courses are often labeled "Especially for Girls" and "Especially for Boys." In one Alabama school system there is a course titled "Bachelor Homemaking" as if these skills vary from one sex to the other. The fact that the course was provided especially and even solely for boys because they either refused or were not allowed to enroll in what we may now facetiously call "Old Maid Home Economics," is an even worse commentary on our sexist schools and society.

Science can point to no conclusive evidence that sex alone accounts for intellectual differences among males and females. Yet, by the time girls reach high school, in general they have fewer and lower aspirations for career success. Counselors and teachers reaffirm this sly socialization process by warning young women of the insurmountable difficulties to be faced in occupations other than homemaking, secretarial, nursing or teaching. While such warnings about the sexist orientation of our society are in order, such inequalities and restrictions should not go unquestioned. Otherwise, it is not difficult to see how such unexamined discriminations will cause a person to doubt her own worth and capabilities.

Girls, while probably not inherently more intelligent than boys, are demonstrably better early learners. Since this advantage is wiped out by high school, can we assume anything other than that girls are socialized early to suppress intelligence?

As a student and teacher of philosophy of education, I believe wholeheartedly that there is far more to being a good teacher than knowing what to teach and having a command of skills to motivate, discipline, instruct and evaluate—even though these concerns are the heart of almost every teacher education program. Beyond knowing what is to be taught (though I wouldn't advocate that the teacher must know beforehand all that the students might learn) and beyond knowing how

to teach, there are the philosophical issues of reality, truth and goodness in which every teacher is constantly involved. When is something truly known or worth knowing? What is the function of human intelligence? What does it mean to be human? What kind of society should we be building for the future? On what grounds does behavior become a discipline problem? By what criteria shall we evaluate learning success? Should we educate the self or the citizen or both? What justifies including a body of knowledge or a skill in the curriculum?

These are theoretical problems that are never fully resolved, but only approached through the logical methods of philosophical speculation, inquiry, criticism and analysis.

About 80 percent of my classes are young women who will shortly join the ranks of elementary teachers, 85 percent of whom are females, and secondary teachers, about half of whom are also females. Teaching as a profession—not a classroom operation or a babysitting chore or just a technical skill—is fundamentally a matter of approaching unresolvable philosophical issues through logical reasoning and intellectual speculation. But many female students are convinced that they cannot, by reason of inherent inferiority and intellectual ineptitude, think logically. Already instilled in their system of values is the notion that intelligence is a male prerogative not to be assumed by females in a society that believes in the separation of beauty and brains and in the morality of early marriage and motherhood, and, concomitantly, the immorality of female professionalism.

And these young women intend to guide the intellectual and emotional development of real human beings like your children and mine! How can they help but reaffirm their own feelings of inferiority and inadequacy in the minds of young girls and women whom they will convince of their intellectual uselessness.

And with the young men—few as there are, especially in elementary and early childhood education—it is just as bad or worse.

Not until these values are reconsidered can we hope to revitalize the teaching that goes on in our schools. And these values are not likely to be seriously questioned unless stereotyped social and sex roles are disavowed, and girls are given an even chance of developing concepts and models of feminine intelligence. At this juncture, the aims of the Women's Liberation movement become the hope of educational reform, given the vast, pervasive influence of women upon our schools and children. Until women have equal rights to think,

to engage in critical inquiry, to logically evaluate, to rationally speculate, the American classrooms will be filled with women and men teachers who convince their future counterparts that women—many of whom will be the teachers of tomorrow—simply cannot think straight.

Career education, vocation and profession are all aimed toward "success," whatever that may mean for any student or worker, male or female, in his or her time and situation. Psychology teaches rightly that girls and women, as well as boys and men, fear failure in our success-oriented culture. But in our society, females fear not only failure; they also fear success. For in the male dominated society, success for the girl or woman implies that she has incorporated qualities reserved for boys and men. Thus, educational and career success may very likely cause the woman in a man's world to doubt her own femininity as well as her intelligence. To redeem females—children and adults alike—from the perplexities and bewilderment of this double jeopardy—the fear of failure and the fear of success—must be one of the major goals of career education.

The equalization of hiring practices and career opportunities for adult women is not enough. The idea of female equality must be nurtured in both boys and girls at an early age. The essence of the problem amplified by Women's Lib is not only in reshaping social forces and working conditions that contribute to inequality for women, but in developing the basis for adequate female self concept (McLure, 35). In this objective, the boys and men at school and at work have as much, if not more, to gain than women themselves.

THE DEMANDS FOR EQUAL RIGHTS—NOW

Betty Friedan, who served as consultant to the President's Commission on the Status of Women, warns school board members, teachers and administrators that the schools will not eclipse the new feminist consciousness (Friedan, 16). The National Organization for Women (NOW), which she founded in 1966, is pushing for equal rights in the courts.

One mother has already gone to court to establish her daughter's right to attend a metalworking course. Of the seventeen sex-segregated vocational schools in New York City, eleven are open to males only and offer training for jobs that are generally better salaried and have strong union support. At the High School of Fashion Industries, males are barred from Women's Apparel Construction, and females cannot take Men's Clothing Design, Production Techniques or Upholstery Manufacturing.

NOW has "brought suit in federal court asking that any school board in the country receiving at least $50,000 in federal funds and employing more than 50 persons be required to take affirmative action to insure equal opportunity to its employees regardless of sex..." (Friedan, 18).

For the feminist, it is not enough to say that the screwdriver is just as important as the fountain pen or that the frying pan is just as important as the screwdriver. Which tools, occupations, and social roles are more important, better, or more desirable is not the question raised by the Women's Liberation movement. Rather, the feminist places the highest importance and the greatest value on the freedom to choose tools, skills, vocations, and social functions apart from reference to gender.

Thus, the demands of Women's Lib on local and state school boards range from sex-role typing in kindergarten to hiring and promotion discrimination against women, including the following:

—An end to all distinctions based on sex.....
The upgrading of sex education courses to include factual information on contraception and the ecological crisis of overpopulation.....
—The removal of all references to "ideal" or "normal" "masculine" and "feminine" etiquette, social behavior, vocations.
—The provision of contraceptive and abortion counseling in the same way that drug and draft counseling are now in many school programs.
—The guarantee of continued education for the pregnant student, in her own school or in another if she prefers, not only during but also after her pregnancy.....
—The attempt to operate some schools on a business day schedule so that parents—and especially single parents —would not be forced to limit work opportunities.....
—The establishment of committees to detect and correct all sex discrimination in the schools (The American School Board Journal, Vol. 159, No. 4 October, 1971, 20).

The women's rights movement may be given much of the credit for the constitutional amendment recently approved by Congress declaring that "equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." The National Education Association has already given its sanction to this amendment, but, of course, its ratification by the necessary 38 states will conflict drastically with existing state legislation.

> For example, [in] California...husbands still control the disposition of their wives' holdings ...Missouri still prohibits women from working with moving machinery. New York State sets the maximum weight a woman can lift in a foundry at 25 pounds ...In four states married women must prove their "fitness" to a court if they seek to set up their own business (Etzioni, 31f).

Surely, if vocational-technical and career educators are serious about equal rights for women in the world of work, especially those educators in State Departments, they will promote ratification of the Twenth-seventh Amendment by their states and fight to eliminate all sexist work laws. Men are expected to adjust themselves to ordinary work requirements and conditions or to retrain for careers more suitable to their abilities without legal pampering that overprotects and defies self direction. Women deserve no lesser challenge.

WHERE DID ALL THE REAL MEN GO?

The rise of the phenomenon of unisex has left many, both male and female, with fears of a society filled with emasculated men. Are such fears grounded in feelings of sexual inferiority, and, if so, what generates the fears of losing one's masculinity or femininity? Surely these are not questions that can be answered merely by noting the length of one's hair, the presence of a beard or moustache or the style of one's clothing. There may be confusion in our society now about sex roles and how to identify one's self according to gender or even how to affirm or verify one's sexuality. But it is nothing short of stupidity to argue that all or only "hard hats" are real men.

Sociologist, Patricia Sexton, argues that males are losing their manhood and that, although strong forces throughout our society contribute to this emasculation, "a substantial part of the blame rests with the elementary and secondary schools that are staffed by women and by men who are lacking in masculinity" (Woodring, 52). Sexton reveals her own sex bias by contending that the emasculated male is not only maladjusted; he is often a positive menace to society. Furthermore, she asserts the inherent superiority of females, but fails to explain how they lose this superior status.

Nevertheless, according to Sexton, women have responded to their subjugation by emasculating boys who grow up and, in turn, keep the vicious cycle going by further domination of women. It appears, then, from this point of view that males have everything to lose, including their prized "masculinity,"

by continuing to subjugate their women. By preparing women for fulfilling work roles in our society, vocational and career education may be saving the males every bit as much as the females.

Dr. Spock believes that the major reason for the current crisis in our times is that "we have glorified competition and materialism with a philosophy of each man out for himself, and with success measured in dollars and power."

"I am convinced," says Spock, "that if we are to survive, men and women in much greater numbers...will have to be inspired by a quite different ideal—that of loving service to mankind, whether the work they do is in a big industry or in a small shop or office, whether it is paid or voluntary, whether it is outside or inside the home" (Spock, 52).

A social critic at the other end of the spectrum, Dr. Max Rafferty, locates a different source of our social ills:

> ...our greatest mistake has been the image of Education which we have presented to the nation. It has been for a generation and more an essentially feminine age—gentle, non-combative, benevolent, maternal, a little fussy.
>
> ...Education is not feminine...It seeks to change concepts, to conquer ignorance, to fight evil. It brings not peace, but a sword. In its final, triumphant form, it will sweep the planet like some might besom, smashing aside dykes and levees like matchwood, and fulfilling its ancient role as the guardian and mentor of the human race.
>
> Yes, Education is male (Rafferty, 22f).

These issues call for a reshaping of social directions that may dangerously be called "the feminization of society," the very opposite of what is now taking place in the emasculation of men by threatened, thwarted women who are overreacting to their second-rate citizenship. Let me correct any impression I may have left to the effect that the sole, or even the main, educational responsibility is to teach girls and women that they are just as good as men. In the long run, the major task of career education may be to teach men that they are just as good as women—just as capable of child rearing, homemaking, aesthetic and emotional sensitivity, interpersonal relationships, attractive design and style. The "feminization" of society by the humanization and deemasculation of men along these lines means the value of love as

well as logic, the demand for compromise instead of unconditional surrender, the application of qualitative as well as quantitative standards to work and to life in general, the appreciation of beauty as well as skill and competence, the esteem of cooperation in addition to competition, the reality of groups as well as individuals, and the uses of persuasion instead of raw power.

In a "feminized"—not emasculated—society, armies, farms and factories, GNP increases and corporate mergers, technical advances and sensational scientific explorations become less important than human development, education for civilization and the fine arts of self-expression.

Do these social directions require vocational education to cut its own throat? No, but they do demand a reevaluation and redirection of the aims of vocational educators as they breed coarse stoicism in males who are taught to value only physical strength, efficiency, competition and the quantitative aspects of making a living apart from the qualitative concerns of making a life.

Make no mistake, the women's rights movement does not accept the typical male image or the enslavement of men by technology and material values as the ideal model to be envied and emulated by females. Women are not looking to be liberated by males—who are themselves entrapped—and not always by women, at that. Women seek to participate meaningfully in the world of work; they seek conditions that allow opportunities for self-fulfilling careers. Yet this struggle is not just against men so much as it is an effort in behalf of both men and women. Men, too, need liberation, and this objective must be incorporated into all career education—freedom from senseless status symbols, crass materialism, dehumanizing competition and institutionalized threats and rewards.

These issues and their implications for vocational-technical and career education raise frustrating, unresolved questions that challenge us to self criticism:

1. Will the Women's Liberation movement become satisfied with image remaking and token changes, "or will it parallel these efforts with a more intense drive to gain equal employment opportunities, equal pay, proportional representation in politics, and blanket repeal of discriminatory laws for the millions of women it represents?" (Etzioni, 34).

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2. Can the liberation of women be achieved in the world of work before it becomes an actuality in the career education of women?

3. What existing curricular and instructional materials continue to retard women's free access to vocational education and career choice?

4. Can vocational-technical education, with its typical and traditional male domination, play an active role in gaining equal rights for women in the world of work?

5. Will the struggle for equal women's work rights continue to be thwarted by the presence of an inordinate ratio of brainwashed women in education who harbor, even enjoy, feelings of intellectual inferiority and self-abnegation?

6. And finally, do women, in particular, and our society in general actually want to achieve educational and career equality for women with its certain loss of female protection, prerogatives and privileges?

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CAREER EDUCATION——FEMININE VERSION

It is difficult to miss exposure to the problems of women in achieving full self-realization in their various roles. In the realm of popular magazines alone, there are *The New Woman* and *Ms.* I particularly recommend the *Ms.* article, "Why Women Fear Success" by Vivian Gornick.

It seems sad that the February, 1972 issue of *Glamour* magazine carried an article on "Competence: How to Have it Without Threatening Yourself and the Men Around You." Sad, that is, that competence in a woman should be a threat.

How can a woman not be unsure of her identity and fearful as she moves into new areas of freedom, expression and responsibility. Look at what has been said about us!

A few years ago, Dr. Edgar F. Berman recommended that women be kept from top positions of power. He opined that they may periodically go a little berserk, due to "raging hormonal influences."

"Woman's body is the woman," stated Ambrose Bierce, a 19th century American writer.

Nietzsche said, "When a woman inclines to learning there is usually something wrong with her sex apparatus."

Luther: "If a woman grows weary and at last dies from childbearing, it matters not. Let her die from bearing, she is there to do it."

Aristotle described women as "female by virtue of a certain incapacity...[They] are weaker and cooler by nature than ...males and we must regard the female character as a kind of natural defectiveness."

Speech delivered by Dr. Elizabeth J. Simpson, Director, Curriculum Center for Occupational and Adult Education, Bureau of Adult, Vocational and Technical Education, U. S. Office of Education, Washington, D. C., at the Regional Seminar/Workshop on Women in the World of Work conducted by the Technical Education Research Centers October, 1972.

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Not long ago, Dr. Spock wrote: "Biologically and temperamentally, I believe, women were made to be concerned first and foremost with child care, husband care, and home care..."

Sigmund Freud, the archenemy of the feminists, wrote in his diary at the age of 77, "What do women want? Dear God! What do they want?" Dr. Benjamin Garrison, Director of the Wesley Foundation in Champaign, Illinois, responded to Freud's question:

> I would suggest that the answer is not all that complex. Women want, dear God, to be treated as persons. Most of them do not want to lay aside their femininity but to gather it up into a higher unity in which they are fully women and fully human. That would be a state not unlike the one described by Paul when, in a moment of insight, he transcended his chauvinism—that state in which he said, "There is neither Jew nor Greek, neither male nor female, neither bond nor free—but all are one..."

In understanding the career needs and problems of the modern American woman, it is essential to understand her roles and life styles.

Today's American woman is an infinite variety. She is a militant feminist—a Betty Friedan, a Kate Millet, a Gloria Steinem—charging against the limiting forces of sexism.

She is a gentler Judith Viorst, still feminist enough to ask, "Where is it written that husbands get 25-dollar lunches and invitations to South America for think conferences while wives get Campbell's black bean soup and a trip to the firehouse with the first grade!"

She is Congresswoman Shirley Chisholm, declaring that she has been more discriminated against as a woman than as a black.

She is a 17 year old model, Renée Ferguson, explaining in the *Washington Post*, "The women's liberation movement touches some sensitive nerves among black women—but they are not always the nerves the movement seems to touch among so many whites."

She is Sister Sally, about whom Lenore Kandel wrote:

Moon-faced baby with cocaine arms
nineteen summers
nineteen lovers
novice of the junkie angel
lay sister of mankind penitent
sister in marijuana
sister in hashish
sister in morphine
against the bathroom grimy sink
pumping her arms full of life.

She is voluble Martha Mitchell with her telephones; rising singer and former D. C. teacher, Roberta Flack; first woman president of the American Technical Education Association, Ruth Midjaas.

She is an elementary teacher in Wilmington, Delaware; a young potential member of the Pussycat League; the 20 year old mother in a California commune; the recent bride shopping for groceries in the neighborhood Safeway; and the former Future Homemakers of America president combining her work life and family life in a harmonious synthesis. (We always hope that FHA girls achieve this harmonious synthesis.)

She is today's American woman living in a complex world of rapid change. The neater linearity of the female life style of the past, with its relatively predictable sequence of life experiences, has given way. A maelstrom of sensation and experience influences today's woman. The result is a wide variety of life styles.

There is more concern with affect today, less with reason and logic. Our work lives and our family lives are affected. Excesses of emotion, sensation and sensuality are symptoms of the times. Restraint and discipline are values meagerly prized in present-day American culture. Modern dress with its color and variety and frequent unisex character; the passionate wordless wail as song; art expressed as impassioned, antiestablishment protest; X-rated movies; sexually titillating TV ads—even for such mundane products as shaving cream, cranapple juice and breakfast oranges; sensitivity training; the drug scene; "soul"—these are only a few of the evidences of emphasis on sensation and feeling. The theme today appears to be, "I don't want to read: I want to feel. I don't want to look; I want to touch."

Women's lives and modes of response are, of course, affected in myriad ways by all the emphasis of feelings, the down-playing of reason. Wholly consistent with this emphasis are some of the styles adopted by the movement for women's

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equality. Women have been afraid of not being heard if they spoke with soft reasonableness, so they have communicated with angry voices and raised fists.

Paradoxically, along with much violence in emotional response to social problems we are also seeing an increased tenderness. Many young people seem to be groping toward a life style of increased social concern, of humaneness, of gentleness. Helping them find expression for these goals and feelings through responsible family life is one of the chief challenges to education, particularly the educational field of home economics.

Women today are expected to be full human beings. They are involved in expanded expectations—and frustrations. At a recent conference on teacher education someone voiced the often repeated notion that women have abandoned the home. An educational philosopher replied, "No, the home has abandoned women. That is why women are seeking new role definitions and new modes of expression."

This is a provocative idea that needs further exploration. Whatever the cause, women are seeking new paths in both family and work life. The female's search for new occupational identities and for fair and equal treatment in job roles should be of concern to all educators.

There are no basic differences in intelligence between the sexes, and women can succeed at almost any job a man can do. These are well-established facts. However, stereotypes are operative, which limit the vocational opportunities open to women. Certain occupational roles, such as nurse, teacher or secretary, are generally considered acceptable; certain others, such as business executive or airplane pilot, are frowned upon, not only by men but by many women.

Of the "acceptable" roles for women, the wife-mother role is still the most acceptable. Opting for the career role as first in importance, as a reasoned choice, raises questions of the woman's femininity among "Freud-and-Spock thinking males." Regretfully, many women see a career as a choice of last resort—an evidence of failure to achieve the primary feminine goal. Ambivalence with respect to their goals is felt by many woman, although this ambivalence is giving way. My generation felt it (still feels it) more than the current crop of young women in their 20's and early 30's. They appear to have synthesized their various roles, and they are less torn between them.

Ambivalence with respect to his roles is not unknown to men, but tradition is on his side when he makes his job or career central in his life. For men, self-identity is found in the occupational role. He concentrates his energies in this role with little feeling of guilt or conflict.

Whether the roots are in tradition and training or in female anatomy, most women respond with considerable submissiveness in personal relationships with the men they love. Certainly, loving men are also giving, gentle and considerate in intimacy. But, for the most part, the woman is the more accommodating and adaptable, acceding rather than proposing.

Most women of my generation agree that a woman experiences most conflict in shifting from the softness of one role to the greater toughness and aggressiveness that may be required by her occupational role. Those who are concerned with women's educational and work lives need, at the least, an awareness of the fact and nature of feminine role conflicts experienced by many women. And they need an awareness that this conflict is lessening as women achieve greater equality, and, in a very real sense, liberate their men from some of the unfair demands that society has made on them.

A basic fact to be taken into account is that women will still have to bear the children. There is a play in which a 16 year old boy becomes pregnant, but there seems little likelihood that such a situation will ever exist outside the world of fantasy. Because of motherhood, the woman's work life and her educational studies as well are likely to be discontinuous in nature. Just as the majority of men desire fatherhood, so do the majority of women desire, and achieve, motherhood.

But the problems of population explosion have forced us to take another look at parenthood. Stringent limitations on family size appear to be inevitable, essential from a social point of view and possible from a medical point of view. It has been suggested that the day is not far off when women will need to take a baby license before they can get a pill or shot that temporarily allows fertility. All of this will result in greater availability of many women for the work force for more years of their lives. Hence, the concept of the "discontinuous nature of women's work and education" will be a somewhat less important factor in considering womanpower in the economy or in education.

In addition, modern methods of contraception, changing abortion laws and the social necessity for limiting family size, along with changes in sexual mores and other social transformations that impinge on family life, are bringing

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about alterations in family forms and functions. Alvin Toffler discusses these changes in his book, *Future Shock*. He refers to the nuclear family, "stripped down and mobile," as the standard model in all the industrial countries. But he sees emerging new couple arrangements of varying commitments with respect to time and goals—some based on mutual interests and matched careers, some based on parenthood as a primary function, some perceived as relatively temporary arrangements, some as permanent. He suggests that some families may defer child rearing until the retirement years; the post-retirement family could become a recognized social institution. Other alternatives lie in communal family life, group marriages, homosexual family units and polygamy.

Confusing the problem further, but adding a new dimension of challenge to home and family life education is an interesting situation articulated by Renée Ferguson in a recent issue of the *Washington Post*. She said:

> At a time when some radical white feminists are striving for a different family structure, many black women are trying to stabilize their families. They are making a special effort, in a great number of cases, to assume the wife and mother role more effectively.

The modern black woman is trying to become more effective as wife and mother within the more conventional concept of family. She sees the instability of the black family as perpetuator of disadvantaged status. Hence, she wants education for her homemaking role as well as for her work role. But the old home economics stereotypes are not acceptable to her—nor should they be.

An April, 1970 publication of the Bureau of Labor Statistics states that the preparation of Negro women in the labor force may be expected to decline from 49 percent in 1968 to 47 percent in 1980. This change will reflect the improving economic situation of Negro men and lessening pressure on the female to contribute toward the support of the family.

Home economics education classes are still based on the assumption that the girl will be a full-time homemaker or, perhaps, a homemaker with a part-time job, but not a career.

For young women aged 16-21 years who were not enrolled in school, the labor force participation rate increased from nearly 53 percent to nearly 63 percent in the 1959-69 decade. In 1920, less than a fourth of all women of age 14 and over

were in the labor force. But in December, 1970 over half of all women aged 18-64 years were employed or actively seeking work. Nine out of ten girls can anticipate being gainfully employed at some time in their lives. More than half will work full time for 25 or more years.

The woman's pattern of employment throughout the life cycle has also changed. In 1920, female participation in the labor force dropped off at age 25, decreased steadily with age, and, by the time they were aged 45-54, only 18 percent were working. Today, female participation in the labor force drops off at age 25, but rises again at age 35 to a second peak of 54 percent at ages 45-54. Almost half of the women at age 35 can expect to work 24 to 31 more years.

Women are concentrated in a relatively small number of occupations. Of the more than 250 distinct occupations listed in the 1969 Bureau of Census tabulations, fully half of all women workers were employed in only 21 of them. Approximately one-fourth were employed in five occupations: secretary-stenographer, household worker, bookkeeper, elementary school teacher, and waitress. In contrast, 50 percent of male workers were employed in 64 occupations. Women account for a smaller proportion of all technical and professional workers today than they did prior to World War II, despite the fact that the number of women in technical and professional occupations has nearly tripled since 1940.

In all kinds of jobs, women earn less than men, and the "pay gap" is widening. In 1955, the average American woman who worked full time earned $63.90 for each $100 earned by the average American man. By 1960, she was earning $60.80 to his $100. And by 1968, her average was only $58.20.

In addition to the fact that women workers are in lower paying jobs and earn less than men, their rate of unemployment is higher than that of men. In 1968, the average rate of unemployment for men was 2.8 percent, whereas for women it was 4.7 percent.

Women constitute a distinctly disadvantaged group in the world of work. Thus, there is a vital need for immediate attention to employment practices, attitudes and educational opportunities related to women's vocational opportunities.

In addition to the limitations imposed by the work situation, women are further handicapped by certain stereotypes regarding appropriate feminine roles. The stereotypes affect those concerned with employing and teaching women; they also affect women themselves.

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Low aspirations have generally been attributed to females and just as generally, socially approved. In an article on women in labor, Suelzle reports a study which illustrates a female tendency to view feminine ambition with fear and doubt. The study, by Matina Horner, involved asking male and female undergraduates to write a story based on the sentence, "After first-term finals Anne (John in the male version) finds herself at the top of her medical school class." More than 65 percent of the girls told stories which reflected strong fears of social rejection, fears about definitions of womanhood or denial of the possibility that any woman could be so successful. In responding to the male version, less than ten percent of the boys showed any signs of wanting to avoid success. Rather, they were pleased at John's triumph and predicted a great career for him.

As a matter of caution, in considering these results, it is well to keep in mind that nearly 35 percent of the girls did not reject the notion of ambition and success. And nearly ten percent of the boys did show tendencies toward success avoidance. One must allow for individual differences, however true the generalization.

Generally speaking, the vocational self concept of the female is limited by her early training, by parental expectations, by her dolls and playthings, by the stories she reads, by her educational experiences, and by depiction of females in the mass media. Combating the stereotypes and broadening the vocational self concept of young girls will require modifications in the materials and methods of educational programs from early childhood upward.

This raises the provocative question as to whether there are peculiarly masculine and feminine concepts of career. In a recent issue of *Mademoiselle*, Managing Editor, Mary Cantwell, said, "It's very hard for a woman to allow herself to be as deeply involved in her work as a man is, even if she is wholly capable of it, because most women are still defined by men and want to be liked by them." She continued by saying that, "many men do not like women who are not playing woman's classic role." Horn, in discussing professional commitment, contrasted the male and female positions. She stated that men have a relatively high degree of occupational or professional commitment, but "women...have a tendency to regard work as an intermediate step between schooling and motherhood; and, even if they continue to work after marriage, their major orientation is toward the economic gains involved rather than toward the intrinsic satisfactions inherent in a career."

Perhaps Slater has an answer for the woman's dilemma regarding career commitment and the place of work in her life. He expressed the opinion that the usual concept of career is male-oriented. He says, "Career has connoted a demanding, rigorous, preordained life, to whose goals everything else is ruthlessly subordinated, everything pleasurable, human, emotional, bodily, frivolous."

Slater suggests that women work toward a new definition of career, which recognizes the importance of meaningful, stimulating, "contributing" occupational activity, challenge, and social satisfactions, without a sacrifice of the human values implicit in the finest definitions of marriage, family, motherhood, and friendships. He sees the possibility of woman adopting a revolutionary stance with respect to work. She need not fall into the masculine trap of finding her major definition of self in and through her work. She can make her commitment to work and to human values and find these goals compatible.

The following specific steps should be taken:

1. Kindergarten and elementary school educators should help open new vistas of occupational opportunity to girls through promoting an awareness of women as employed persons and through helping girls enlarge their vocational self concept through a developing understanding of the great variety of occupational roles that they might fill.

2. From pre-grammer school on, females should be encouraged to pursue their own intellectual interests and concerns.

3. Employed married and single women from a variety of occupational fields, both traditionally feminine fields of endeavor and otherwise, should serve as resource persons along with men in promoting awareness of occupational possibilities.

4. New student text materials, which present a variety of socially constructive life styles and roles, including a variety of occupational roles for women, should be developed and tested.

5. Nursery school, kindergarten and elementary teachers should be educated to assume greater responsibility for helping girls expand their vocational self concept.

6. Guidance counselors should be made aware of the very significant role that they can play in helping girls develop their potential for employment in a wide variety of occupational fields.

7. Teachers of such general education subjects as English and social studies should be provided an orientation to the whole area of vocational preparation for women. The unique contributions that these fields can make are needed in the total effort to improve the vocational lot of women—but, making the contributions could enhance the relevancy of the content of the field itself.

   For example, the communications problems of the woman at work, particularly as she tries to "make it" in traditionally male bastions of employment, would be provocative and meaningful for the job-oriented girl—and young man. The fascinating literature on women, from that of Simone de Beauvoir to the writings of Oriana Fallaci, Judith Viorst and Robert Graves (to name only a few who have expressed themselves on—or as—women) could be reviewed and discussed in literature classes.

   A social studies class might consider the impact of an increasing number of women in the work force on the institution of the family, on volunteer social services, on the personal service industry, on males, etc.

8. Women's history might be included in social studies textbooks for role identification of young girls and for the role models of concerned and responsible women in the political, social welfare and economic life of the nation.

9. Opportunity should be provided for girls and women to choose and prepare for occupations in any field of endeavor that interests them. This is the challenge to career education. Females should be recruited for some programs of study that were virtually closed to them in the past. Emerging occupations not already stereotyped as "men's jobs" might offer special opportunities to women.

10. All training programs should include opportunities to prepare for the dual role of homemaker-wage earner. (The homemaker's services are now worth $15,700 a year, excluding her personal contributions

in her wifely role, the values of which vary greatly, according to Congressman Pucinski whose staff arrived at the $15,700 figure.)

11. Alternatives and supplements to in-school instructional programs should be employed to expand training options and opportunities for both sexes. For example, television, audio cassettes and correspondence courses, along with a variety of other media, make possible increasingly rich and sophisticated opportunities for study in the home at the convenience of the student.

Educators have definite directives for change in expanding the vocational and educational opportunities for women. The challenges are clearly defined, and we are among those who can make significant moves toward meeting these challenges.

THE NEED FOR NEW CONCEPTS IN EDUCATION

Women are shortchanged in what they get out of the educational system and in what they are permitted to contribute to it. At the root of the problem is sex discrimination, which begins in the first grade.

How do we discriminate against girls in the schools? We may think we are giving girls and boys the same education, but a closer look reveals the flaws. In the first place, in vocational studies, girls are usually assigned to courses traditionally planned for them—cooking, sewing, typing and cosmetology. Even when we open other vocational courses to girls, it is seldom that anyone makes a real effort to encourage girls to enroll.

Unless someone takes the personal responsibility of encouraging them and reinforcing them in their decision to explore new career fields, girls will continue to be shortchanged in their opportunities. Unless homeroom teachers, principals, counselors—the entire school personnel—develop wholesome attitudes toward women and the work they do, girls will fall back on such excuses as, "What will they think of me if I go into auto mechanics, if I want to be a draftsman, if I want to be in industrial arts, if I want to take carpentry or printing?"

Educators are going to have to recognize that our culture has made girls think that certain jobs are for men and it is unladylike for a girl to want them. How do we change girls' attitudes and those of their parents and teachers?

School authorities can begin by conducting or sponsoring an analysis of textbooks in the schools to examine the roles assigned to girls and boys. One such study was made by Sara Bayte and Edna Reardon at Chapel Hill, and it resulted in the Lollipop Power books. But most of our textbooks are perfect examples of sex discrimination.

Speech delivered by Mrs. Elizabeth Duncan Koontz, Director, Women's Bureau, Employment Standards Administration, U. S. Department of Labor, Washington, D. C., at the Regional Seminar/Workshop on Women in the World of Work conducted by the Technical Education Research Centers October, 1972.

In arithmetic books, the kinds of problems involving girls are nearly always those associated with women's traditional occupations...sewing, housekeeping, cooking, nursing and mothering. And boys are always involved in problems about managing or handling money, buying lumber, carpentry, autos, and all the rest.

In history books, who are the women who are mentioned and how are they portrayed? How much attention is given to their contributions? Of course, there is mention of the pioneer women who worked right alongside their men, but, for the most part, women are forgotten, including women educators. Madame Curie, Clara Barton, Susan B. Anthony, Carrie Nation may be mentioned, but few others. Recently, some books have come out as supplements that deal with minority women. But in basic texts on the history of the country or in stories about it, what is the role of women? The fact is that outstanding women are treated as an exception.

The time has come when the nation must utilize all its resources, men and women, and it is incumbent upon our educational system to prepare girls and women for the role of worker as well as homemaker.

This is part of the new concept of career education on which the U. S. Office of Education is focusing. It calls for the kind of education that will insure that each student, upon leaving high school, has developed skills sufficient either to obtain employment, pursue further career education, or enter higher levels of education.

Career education breaks away from the idea of three categories of school curricula—vocational, general and college preparatory. It makes it possible for students to pursue an individualized, year-round program. Students could leave or reenter school at almost any time to further their education or sharpen their job training.

The cooperative study program will fit well into this framework. It will help acquaint students with the variety of jobs existing behind the scenes in any business or industry. For instance, most students see that banking involves, first, tellers, receptionists and janitors, then the manager and the person who approves loans. But there are so many jobs students don't see: bookkeepers and accountants, clerks, stenographers, secretaries, public relations staffs and many others. The greatest value of the cooperative study program is that the student spends considerable time in the work environment, gaining experience that has been carefully thought out by the school and the business community.

We have tried for a long time to acquaint students with jobs and occupational fields through career days. However, these projects last only one day out of the year and are usually intended for seniors. And that is too late. We should plan for a longer period, perhaps a career week or a career month. And we should include youngsters as early as junior high school. Further, school officials have an obligation to contact participating firms and advise them about the kinds of people they send and what would be most helpful to students.

If the school is a necessary, integral part of the development of full human potential, we need to introduce methods to provide children with realistic preparation for employment.

In order to help accomplish this, departments and schools of education should include management training. Along with course work, opportunities for practical experience should be offered, activities in which the student could learn the skill of managing an idea or a project.

We have these activities in the lower grades. We give children an opportunity to be leaders in some project and to work with small groups. But we do not build on that.

We should continue that kind of experience for students preparing to teach and, perhaps, for those already in the profession. Internship for the teacher in training should include not only practice teaching in the classroom, but also a limited period with someone in management outside the school system. Often, a teacher receives some experience by substituting for the principal, by being chairman of a department or by being the head teacher. But that is not extensive enough, because it is confined to dealing with organizing school activities. While developing some skills, it does not prepare the teacher to deal with the business world.

In addition to enhancing the teacher's role ability, management training provides the teacher with a transferable skill. At present, we have an oversupply of teachers in certain fields, and the teacher with management skills might very well move into that field. A managerial job can utilize the teacher's experience in working with people, knowledge of the behavioral sciences and intellectual training. However, most teachers have not had an opportunity to deal with a practical problem and carry through to a solution—examining available resources, doing a cost analysis or making a projection for those who make the decisions.

Management training for teachers is important because it is from the teaching force that large numbers of government

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workers and managers in many other fields are drawn. These are, for the most part, the people who go into teaching, but find it does not utilize all their talents or does not allow them to move far enough up the ladder. Now, this is not to suggest that educational schools should be training teachers for government service. But it does indicate that we ought to be looking at the training available to meet our projected needs.

Educators must work with state legislatures to get funds for advancing the educational system. Chief state school officers must work in the political and human relations arenas. At the same time, educators are expected to be leaders of instructional programs as well as perform teaching or administrative duties. All this is very difficult, particularly if tax levies for the schools are the only form of taxation the community has any say-so about. In that event, voters are likely to take all their frustrations out on the schools.

But educational leaders must impress upon the community that if the schools are to meet the needs of its children and the men and women who teach them, new concepts in education must be explored and innovative steps taken to provide education relevant to current needs.

One of the newer concepts is training for career ladders and lattices so that a person can move gradually up the ladder, or laterally to jobs on the same level, as his or her training and experience increase. The Women's Bureau is at present cooperating with the American Home Economics Association in developing a training project for upward mobility in service industry jobs. It will be focused on the one hundred or more jobs that exist within approximately 27 career ladders requiring home-related skills, such as child care, care of the elderly, nutrition and food service, appliance repair, home maintenance, housing services, homemaker rehabilitation and others falling within the professional expertise of the home economist. This kind of proposition is available now and, with some modification, could provide the broad based training needed for career development.

Having been a teacher and having worked with those we call mentally retarded (but who sometimes are not really mentally retarded), I realize that almost any person can be self-supporting to some degree, given the proper training and the opportunity. The real job of school people is to see that the schools provide appropriate education not only for students who are college bound, but also for those who do not want to or are not able to go through college.

In providing vocational or occupational training, we must also erase the stigma placed on the kinds of work one does with one's hands, whether it is in the skilled crafts or service jobs. We must recognize, too, that there are people who settle comfortably, satisfyingly, into certain levels of jobs, and they want to be respected.

One way of removing the stigma from low paying jobs is through minimum wages. Some of these jobs, such as household employment, are not covered by either federal or state minimum wage laws in many places. (Only four states have any type of minimum wage laws covering household workers.) As a result, people who might otherwise find dignity in their work do not, because it does not provide them a living wage. Congress did not enact proposed minimum wage legislation this year, and there are still many states whose laws provide only limited coverage as well as minimums well below that set by federal law.

The idea of minimum wages for household workers may seem strange to persons who view these women as domestic help. But when we consider that there are companies that hire these women not only for home cleaning, but also for cleaning services in office buildings, stores, banks and college dormitories, the importance of minimum wages for them becomes evident.

Another service occupation, catering, offers a good opportunity for setting up a private business. Many persons who are interested in home economics and see a career in it are training for or are in such a business. Here, again, management skills are important.

Even in the service industries, there must be managers, and to be a manager one must learn something about all the jobs in the field. Some of that knowledge can be gained in school, but much of it is acquired through experience and association with those doing the work.

Continuing efforts must be made to prepare students, particularly girls, for college. But we also must revamp our educational system to meet the needs of many young people today who tend to delay higher education or college or skip it entirely, because they feel the need for practical rather than more academic experience.

We have to look at the changing life styles of today's youth and realize that we may be imposing our own choices on them. Most of all, we have to listen to young people, especially those who have been through the system and have been

turned off by it. We may not always be pleased by what we hear, but in the long run, we may find some new directions.

WOMEN AND WORK

The flood of publications by and about women and work is so enormous that it is easy to get lost in the plethora of books, magazine articles and research monographs. A 1957 volume entitled simply *Womanpower*, published by Columbia University for the National Manpower Council, sets the problems and issues in perspective. It contains analyses about who works at what kinds of jobs and why; the forces that accelerate or impede change; national manpower policy objectives; women and the economy; hiring and promotion standards and practices; the woman executive; trends in employment; access to training and education; factors of motivation and mobility; working wives and mothers; and equal rights.

The title of Elizabeth Janeway's new book, *Man's World—Woman's Place*, identifies succinctly the circumstance that confronts most women who aspire to get ahead in the complex arena called the "world of work."

Although women slightly outnumber men and, by virtue of their longevity, are reputed to possess more than half the nation's wealth, it is men who make and manage employment policies and opportunities in this country and around the world. There are historic reasons for this, not justifications, but reasons—physical, psychological, sociological, economic, and political.

I leave to historians the world that was. Of greater concern is the world of today and, most intriguing of all, the world that will be.

The greatest thing going for women with respect to advancement and opportunity in careers is not those feminine characteristics which the male of the species has traditionally hailed with the cry, "Vive la difference," but a changing social order that lays increasing stress on the worth, dignity

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Speech delivered by Dr. Felix C. Robb, Director, Southern Association of Colleges and Schools, Atlanta, Georgia at the Regional Seminar/Workshop on Women in the World of Work conducted by the Technical Education Research Centers October, 1972.

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and self-fulfillment of every individual regardless of race, color, creed or sex. This is an unassailable concept still more honored in the breach than in practice. In time, however, practice will catch up with principle, and this magnificent near and distant goal of our society will be reached. Not next year, but surely by 1999—which is only 27 years away—women will be receiving throughout the economy equal pay for equal work. By that time, as Dr. Eli Ginsberg recently put it, we will have run out of second-class citizens. By then, we will be forced to redistribute or reorganize the arduous, dully routine, dirty or dangerous jobs that seem to multiply with our advancing technology. In the past these thankless tasks have been copiously assigned to an assortment of Chicano migrant crop gatherers, Chinese houseboys, Japanese gardeners, Irish cops, blacks, the poor in general, and women.

At the low end of the wage scale, where employment is on a "last in, first out" basis, where needed skills are minimal, where most jobs are dead ends that thwart ambition and generate a sense of hopelessness and low self esteem, there are too few options and alternatives, expecially for women in minority groups. There is not enough coordinated assistance from responsible agencies to help break the cycle of poverty, low motivation, bad self image, frustration, and alienation.

As more women enter the job market, it is urgent to reexamine, reorganize and upgrade low prestige jobs and make them as appealing and rewarding as possible. If we are to make good on our oft-stated thesis that any job well done has inherent dignity and worth, we must find solutions to the knotty problem of job satisfaction. Solving this problem, for the long term, is probably as important to the future success of our free enterprise system as coping with the tough and persistent problems of unemployment and productivity.

It is a tragedy of large dimension that in our industrialized nation so many workers—millions of them—are dissatisfied with their jobs and wish they were doing something else. Though we can never completely eliminate this problem, we should bring to bear sufficient human and material resources to produce a comprehensive, well coordinated system of education, skill development, counseling and career planning, job placement and on-the-job training. Any truly comprehensive plan would not only expand options but also link the individual and a job with opportunities for recreation and cultural advancement. In the case of working mothers, logistical support and special resources such as day care facilities and in-plant learning centers for their young children below school age should be provided at minimal cost.

The underutilization of talented, well educated women represents a serious loss to the nation. We need to facilitate access into the highest echelons of business, industry, government and the professions for those women who demonstrate their brightness, thorough preparationand superior administrative and professional competence. The forces which have barred these valuable people from advancement in executive and professional leadership roles are both formal and informal, overt and covert. A sequence of artificial barriers and contrived limits on professional advancement set by male guilds can account for the fact that "only 3.5 percent of lawyers, two percent of dentists, seven percent of physicians and less than one percent of engineers are women. By contrast, in Sweden, women make up 24 percent of the lawyers and, in Denmark, 70 percent of the dentists. In Britain, 16 percent of the physicians are women; in France, 13 percent; in Germany, 20 percent; and in Israel, 24 percent."1/

Women in professional life are largely concentrated in such professions as teaching, nursing and social work. Only recently have significant opportunities opened in the top management level of businesses. At the present time, women of superior managerial ability are being eagerly sought in greater numbers than ever before for the position of chief executive officer or deputy.

Dr. Alan Pifer calls "deplorable" the employment in 1969 by Harvard University of only 11 women out of a total of 731 tenured faculty. At Berkeley, in 1970, only two percent of the full professors were women. Most shocking of all was Dr. Pifer's discovery last year that, of the approximately 14,000 superintendents of school districts in the nation, exactly two were women! Clearly, women are at a severe disadvantage when they compete with men.2/ But never again will the statistics appear quite so bad. The tide is turning rapidly for women, and the barriers to employment opportunity are coming down.

Good things don't usually happen just because we want them. They come through purposeful planning, goal-setting, organization, legislation, regulation, education and litigation.

1/ Speech by Alan Pifer, President, Carnegie Corporation of New York, before the Southern Association of Colleges and Schools, November 29, 1971.

2/ Ibid.

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With the power of the vote, women gained tremendous potential leverage with which to effect change. Politicians are keenly aware of women's growing strength at the ballot box, and, in the last election year, many candidates felt for the first time the impact of women in the new politics.

Recourse through legal action has become a powerful instrument for combating sex discrimination. Similarly, Executive Orders, federal agency regulations and congressional laws are attacking discrimination against women in hiring, salary and promotion practices and other conditions of work.

I wish our nation could advance without resort to contentiousness and confrontation into an era of fair play and equal treatment in the employment of women. But only a Pollyanna would have the innocence to believe that nationwide progress comes solely that way. Yet, there seems to be a general expectation and wide acceptance of change, and many people of both sexes are actively working to improve conditions and job opportunities for women. All this is in addition to the Women's Liberation movement, which is bringing about new freedoms and new life styles, especially among the young.

The Women's Lib movement has articulated the rights and aspirations of women and has helped them to win improved status. It is a protest movement that has underscored women's desire to be accepted as persons in their own right, rather than be content with what William Attwood calls the "submissive-playmate-housewife-second fiddle role."3/ The amazing thing is that Women's Lib is only about three years old, while the problems which it addresses are as old as time. This is evidence, presumably, of the increasingly rapid rate of change in our contemporary society.

Along with their major push for independence, some Lib women have concentrated upon vagaries of language. For instance, we no longer feel comfortable addressing a woman as "Madam Chairman." The generic use of "manpower," "mankind," and "he" to refer to both sexes is passé, and references to marital status are made equally as obscure as "Mr." by the designation, "Ms." Any day now, a campaign will be launched to add wives' names to family mailboxes, which almost invariably are identified only by the husband's moniker.

Leading the movement to gain equal rights and privileges are the organizations that systematically work to expand the

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3/ *World*, August 15, 1972, p. 14.

options for women in the critical areas of education, job choice and career development. Among these are the National Organization of Women, the Women's Equity Action League, Church Women United, the National Women's Political Caucus, the Federally Employed Women, and the long-established organization of business and professional women. Some longer established groups are threatened today with secondary roles unless they respond vigorously to the challenge of contemporary problems and match in vigor the newer, more aggressive, and, in some instances, militant, women's organizations.

The number of employed women has grown enormously since World War II. Women now constitute one-third of all the workers in the United States. The areas into which they have not yet ventured become fewer each year. An ever larger number of women are beginning to head companies, serve in the Congress, hold high rank in the military establishment, are scientists, medical doctors, and persons of strategic importance to their communities and to their nation.

Educational opportunities for women improve each year, and new, flexible education programs will permit either a return to study after child rearing or the combining of education with family responsibilities and/or work experience.

The most exciting vistas for women emanate from their new freedom of vocational choice and from rising opportunities for education and employment. At every turn, women are in the ascendancy. This augurs well for the future of our country, which for so long neglected its richest underdeveloped occupational resource, the female of the species.

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WOMEN IN THE WORLD OF WORK

Although Delaware was not "enlightened" enough to ratify the 19th amendment nearly a half century ago, it was one of the first states this year to ratify the equal rights amendment.

But we in society cannot stop here. Yes, we have acknowledged that women have a right to individual fulfillment. Yes, we have passed an equal rights amendment. Yes, states have tried to repeal laws which discriminate on the basis of sex. But much more needs to be done.

Presently:

Over 33 million women in the nation are working full-time.

21 million households depend on the money women earn.

38 percent of the work force is composed of women.

By the age of 36, the average woman is either back in school or working.

And yet, these 33 million women are usually found in limited and stereotyped jobs. A third of them are in clerical work, and millions are saleswomen, service workers or household workers. More often than not, they are in low status, low paying jobs.

These fields provide society with valuable services. However, each woman must have a greater choice concerning her career. And we in government must make certain that she has the educational and job opportunities to enable her to have that choice.

Speech delivered by The Honorable Russell W. Peterson, Governor of the State of Delaware, State House, Dover, Delaware, at the Regional Seminar/Workshop on Women in the World of Work conducted by the Technical Education Research Centers June, 1972.

In this age of smaller families, longer lifetimes and greater financial uncertainties, it is imperative that we encourage every young person, female and male, to acquire a rewarding vocational skill. Every adult needs fulfillment of his or her own abilities, the satisfaction of achievement and, of course, economic rewards.

Our society cannot afford to do less than utilize the full potential of all its members. We must seek to make equal opportunity for women a national priority.

On the road to seeking such a national priority for women, it may be wiser to persuade rather than to explain. We need constant, persistent, and devoted action to make our country aware of the needs, abilities and aspirations of women. How do we accomplish this?

Perhaps if we examine four major factors determining career choice and apply them to women, we will arrive at a better understanding of the nature of the problem and the work to be done.

First, there is the gradual discovery, through trial and error, through the formal and informal educational process, of one's own abilities, interests and identity. The self image a person develops leads directly to what that person can and will be able to do as a life work.

Aptitude tests have shown repeatedly that girls have as wide a variety of aptitudes as boys. And vocational testing has shown that women can perform as well as men in almost all jobs and better in some. Yet, as young women discover their abilities, they are led to believe that only those clearly marked "feminine" are permitted them, and their options are often limited at a very early age. By rigid attitudes about the female role, we have narrowed the opportunities for young women, narrowed their own self image, and, as a result, their self worth as well.

A second factor in career choice is the awareness of what is possible. What could I be? What jobs are available to me?

Jobs have been clearly labeled "male" and "female," and the pay gap between the two, the status gap, is wide indeed. We have increasingly stereotyped work and encouraged people to fit the stereotype. Let me point out a very recent and blatant example—but unfortunately not an unusual example—of job labeling and its potential to limit the choices for women.

Last month in one of our large high schools, a sophomore class was given an SRA (Science Research Associates) occupational interest survey. This same test is used nationally and is not unique to Delaware. The results and career suggestions were divided into two columns of occupations for women and four columns of job listings for men.

A very able young woman, on the basis of this survey, was given as her top three job suggestions:

1. Primary school teacher; 2. Stenographer; and
3. Secretary.

Not one of these three occupations was even mentioned in the lists of men's occupations. What would the results have been had she used a boy's name? If such testing serves to limit rather than expand opportunities for students, then we would do well to give no tests at all.

In this instance, traditionally limited job opportunities are being fed into computers and used, unknowingly or not, to discourage young women from stepping into new fields, into non-traditional fields related to ability and interest, not sex.

Why should jobs have to be labeled? The time for stereotyping—if ever there was a time—is long past. We should encourage people to find the work that best suits their own needs. New careers in the medical field, the environmental field, and many other emerging occupations have not been stereotyped and should meet the need for expanding opportunities.

A third factor in career choice is the inspiration of good examples and models. Our students have so many heroes to emulate and so few heroines. Where are the models to encourage young women? Certainly not in our history courses nor in our social studies. And, in spite of Marie Curie, not in our science courses. From TV commercials to school textbooks, there are too few well-known examples of success stories about women in the world of work.

Finally, job choice is also a reflection of the implied or stated encouragement we receive from those around us whom we respect, those who will say, "You must reach for a goal that will tax your greatest potential. We know you can make it, and we're cheering you on." That kind of belief and support is often the impetus required to reinforce our own convictions and pull that goal or dream within reach.

Too often, women have not received that kind of encouragement. In schools and colleges, educators tell them, sometimes

subtly, sometimes most explicitly, "This is not a field for women," or, "You'll find the professors in that graduate program really give women students a rough time," or even, "Why do you want to go to graduate school; you're attractive—why don't you just get married."

Sadly enough, for too long women have been encouraged to marry success, not to be a success.

It becomes a vicious circle. Discouraged from seeking a wide variety of technical and professional jobs and encouraged to accept employment as a stopgap between school and marriage, women who serve as role models for the next generation have been all too few in number.

What are we going to do to break the cycle? Each of us has the responsibility, indeed the obligation, to encourage women to raise their sights, to enlarge their hopes, to insist they take on the challenge and use the talent they possess to be successful in their own right.

The challenge facing all of us is to remove labels from jobs, from academic and vocational fields—remembering that work is for people, qualified people trained in the skills needed to perform the task at hand.

We must study, suggest, revise, change and communicate to industry as well as government those areas in which labeling is discriminatory and inhibiting.

And government must evaluate, respond and act. Government cannot legislate human fulfillment. But it can and should create the kind of environment in which every person, without regard to sex, age, race, or color, has the opportunity for personal fulfillment. The satisfaction that comes from the knowledge that one is unique, pursuing one's own interests and goals, and maximizing all one's ability and talent.

Each of us can make a difference in at least one woman's life by encouraging her to accomplish her chosen goals, no matter how much they conform with or defy tradition. But there are those who may have to be persuaded to respond personally to women's individual and collective needs.

It's a rough row to hoe without the right kind of "pull," but with all of us pulling in the same direction, one or two stubborn old mules aren't going to delay the planting and hopefully the harvest of change—change in actions and attitudes that will give women as well as men the choices they seek and deserve.

SHOULD WOMEN HAVE EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITIES?

> We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and know the place for the first time.
> —T. S. Eliot

Equality for women, like equality for minorities and the poor in our society, has not existed in either education or employment.

Should women have equal education and employment opportunities? No! Ours has been and is a sexist, racist, classist society. To strive for equal education and employment opportunities without considering the total character of the society that perpetuates this condition is to mistake the issue and limit the accomplishment of even these moderate goals. For this reason, we must pose the larger question of whether we really want to share equally in a sexist, racist, classist, materialistic, amoral society.

As a black viewing the struggles of the past 13 generations, it has become clear to me that to deal only with education and employment is to fragment what is the much larger issue—the dignity and worth of the individual, coupled with

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Speech delivered by Mrs. Barbara Lett Simmons, President, BLS and Associates, Inc., Washington, D. C. at the Regional Seminar/Workshop on Women in the World of Work conducted by the Technical Education Research Centers October, 1972.

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self-fulfillment and expression. Much of the struggle for blacks has been like flailing at windmills without ever getting to the root causes, and, as a consequence, we have precious little to show for the effort in the total scheme of society.

Until we reorder the values of this culture, we are dealing only with symptoms, not causes. Are we, as women and educators, willing to settle for the goal of equal education and employment opportunities? Do we want to share equally in a corrupt society?

Our nation's founding documents resound with ideals to "promote the general welfare," to "assure domestic tranquility," to guarantee "liberty, equality and fraternity," and to institute governments "for, by and of the people," with "liberty and justice for all." Yet, we are still struggling to actualize these for large segments of our society. Our original beliefs have been suspended, and it is both natural and commonplace to regard women, low income persons and minorities with less value than men, the affluent, racial and cultural majorities.

We must be fully cognizant of the mutuality between the triumvirate of sex, color and class in order to put into perspective the deeper ramifications of the women's rights issue.

We are all products, indeed, victims of our acculturation process. We have been conditioned by the home; the school; church; government (federal, state and local); communities; communications media; social, civic, professional and fraternal organizations and affiliations, to name but a few. All these social institutions have contributed to what we think, feel and believe.

Our heritage from Western culture and civilization is imbedded in the mores, folkways and values which have been passed on to us. It is the transmission of these that shape our ideas and notions, our definition of success, what is right and wrong, acceptable and unacceptable, appropriate and inappropriate behavior.

Very early in life we were informed, reinformed and admonished that certain behaviorisms, activities, feelings, and responses carried a sex label. Sex roles are learned very early by children, probably before they are 18 months old. They learn these roles through relatively simple patterns that most of us take for granted. We throw boy babies up in the air and roughhouse with them. We coo over girl

babies and handle them delicately. We choose sex-related colors, clothing and toys for our children. We encourage energetic, physical activities for our sons, and we expect daughters to be quieter and more docile. We are disappointed when there is no male child to carry on the family name.

It takes very little time for our sexual identities to be firmly established in the home. Later, the school curriculum is part of the subtle, but sure process for enforcing and reinforcing acceptable and unacceptable career aspirations based on sex. A perfectly bright little girl may aspire to be a nurse, while her dull male playmate may fantasize about becoming a doctor, great scientist or President of the country without being challenged.

Human attitudes and prejudices support subtle forms of discrimination, often difficult to detect or deal with because of their elusiveness, but real nonetheless. Examples are:

- The admitted discomfort that some people feel working under the supervision of a woman
- Latent sexual attitudes that inhibit transfer from bedroom to board room
- The belief that a woman's natural biological function is to stay home to become housewife and child rearer
- The popular fallacy that women are less stable and less competent

An object lesson in low-key, female rip off occurred during the CBS telecasting of the first session of the Democratic National Convention in Miami. Women in general and Gloria Steinem in particular were neatly and surreptitiously shoved aside during Gloria Steinem's floor interview. Alan Kriegsman, in his *Washington Post* column, "Bias in the Booth?" reported:

> The weapons of opponents to women's equality are so insidious and subtle that what male chauvinism cannot achieve by exclusion or suppression it manages very easily with a simple smirk, condescending witticism, the "tolerant" grin, the snide wink. These tactics many men have learned to use to fend off the necessity of treating women as people, as equals.
>
> This type of put down is all the more mean for being unconscious. The worst kind of bias, and the hardest to root out, is the kind that is blind to its own existence.

Many of the myths and stereotypes about women as a class are similar to those about black people as a class and are as equally invalid. Yet, there are those who refuse to admit the analogy of discrimination by sex and by race. If they did, they would have to acknowledge the existence of an all-pervading put down of one group by another and that this put down is the ultimate debasement of our humanity.

We who have been victimized must be aware of the systematic rationalizations used or institutionalizing inequality in our culture. And those who are its perpetrators, those whose very ego fulfillment flows out of the ego damage they inflict, those who profit from the denigration of others must be made to recognize their own victimization, for they are indeed less than whole.

Available findings that evidence how real the discrimination is against women in the world of work include:

- The Earnings Gap
- Opportunity Gap
- Overtime Gap
- Qualification Gap
- Unemployment Gap
- Experience Gap
- Educational Opportunity Gap
- Political Career Gap
  No woman in the President's Cabinet;
  1 woman Senator;
  12 women in the House;
  22 women Mayors; and
  305 women in State Legislatures.
- Professional Gap
  Women constitute:
  1% of Federal Judges;
  1% of Engineers;
  3% of Lawyers;
  7% of Physicians;
  9% of Scientists; and
  19% of College Teachers (as opposed to 30% 30 years ago)

The stinging reality of statistical findings graphically illustrates women's long-standing status as subordinates. The preferred perception held by our subordinates is that women are unable to make major economic, political or social decisions other than choosing Del Monte over Brand X; that women are not capable of serious artistic or creative contributions other than reproduction; and that we risk mental derangement, emotional imbalance or loss of "femininity" should we elect a

profession that puts us in competition with men. We guarantee the acquisition of the "crazy" label should we fashion for ourselves a life as something other than an appendage to some man.

Honest analysis of Western civilization and the Puritan ethic, the Victorian hypocrisy of "ladyhood," and the rigid ascription of roles to males and females makes it abundantly clear that our culture has carefully created and made sacrosanct our inequitable life style. Males as well as females are victims in this ethnocracy.

How much blame should be placed on public education? A substantial portion, although it is true that schools reflect the society they serve. Indeed, schools function to reinforce the sexual stereotypes that children have been taught by their parents, friends and the mass culture. It is also understandable that sexual stereotypes demeaning to women are also perpetuated by women, mothers and teachers, as well as fathers, male teachers in elementary and high schools and the many male administrators at the top of the educational hierarchy.

The Constitution, which blueprinted our national origin, did not speak of education. Therefore, it became necessary to interpret the general welfare clause as encompassing education before enacting the first piece of federal legislation in the Northwest Ordinance of 1787, which stated that "schools and education shall forever be encouraged."

This was the initial national endorsement in our country of the "free and public" education concept. Our earlier educational institutions were private, designed primarily to prepare the sons of the landed gentry for the clergy, the teaching profession and positions of power.

Nearly a century later, the Morrill Act, reflecting the transition of America from an agrarian to an industrial economy, established the land grant schools. The Smith-Hughes Act of 1917, commonly referred to as the first Vocational Education Act, came about in response to the manpower needs of the business and financial interests. It was they who determined both the extent, quality and student composition of the vocational education program.

It was not until Sputnik ascended in 1957 that our legislators again addressed themselves to educational issues by hastily passing the National Defense and Education Act in 1958. More pieces of education legislation have been enacted in the past decade than in the previous 19 decades—in 1962, MDTA; in 1963, the Vocational Education Act; in 1965, ESEA and the Higher Education Act; in 1968, both MDT and Vocational Education Acts were amended; and in June, 1972, the Education Amendments Act affected six earlier pieces of legislation.

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In 1964, the Civil Rights Act was passed with Title VII including women by prohibiting discrimination in employment based on sex. Currently, we are on the threshold of passing the Equal Rights Amendment with only 11 more states needed for ratification.

This brief historical sketch reveals that for nearly two centuries education has been, basically, a "selecting in" process. Yet, we continue "counseling out" female students in our schools from the free pursuits of their career interests and aptitudes. Even the articulated value of seeking one's full educational potential is, for women, essentially hollow; for always just below the surface, if not openly expressed, is the higher expectation and priority for the girl to ultimately marry. Marriage is viewed as her passport to the comfortable life, and a girl is rarely encouraged to take the unconventional and risky course of becoming a serious, productive working person in her own right. The contradictory message that a girl gets from society as well as her parents is that if she is too smart, too independent and, above all, too serious about her work, she is unfeminine and will therefore never get married, being thereby consigned to something less than fulfillment of her prescribed role.

Vivian Gornick, in her article, "Why Women Fear Success," which appeared in the spring, 1972 issue of *Ms.*, cites ample evidence to buttress the thesis that girls opt for short-changing their academic achievement in order to "keep the faith" with the culture. Similarly, this acculturation process pushes male students down the trail of traditional, male-labeled occupations and professions.

When we consider the level of prestige existing between academic and career education, a disparity which is endorsed by our culture and reinforced by our government through the appropriation differential, it further suggests the depths of the elitist subscription that pervades our society. Paradoxically, our leadership in the international family of nations is based on our technological know-how. Yet, since Gutenberg invented the printing press, we continue to worship at the shrine of the literary skills and accord a higher value to those who possess them. Those who build, create, fix and do are made to feel less worthy than those who compute and communicate.

Men have to develop the heart to realize that women who are passionate about their position and direction are not preparing to subordinate men. Rather, they are preparing for honesty, for analysis—and for proselytizing the submergence of manhood and womanhood into humanhood. If the special

sensitivities we possess are going to be used to build a more equitable society, we educators must begin to examine the systems in which we work. We should join with like-minded colleagues to draft a blueprint of those alternative approaches which will fully utilize all our human resources.

One route lies through the analysis of textbooks and attitudes. So long as those responsible for the education of our young believe in sexual stereotypes as givens, rather than hypothetical constructs that a patriarchal society has established as desired norms, the present condition of women will continue. These beliefs are transmitted through literature and history books or other media as well as institutionalized practices.

School systems can and should begin to encourage new curriculum developments and attitudes, especially in the vocational-technical career development area, in literature and social studies. Changes in curricula should occur at both the elementary and secondary level. And these changes depend on teacher education, requiring teachers to analyze the texts they use and their own assumptions and attitudes. The images we pick up consciously or unconsciously significantly control our sense of identity, and our identity—our sense of ourselves as powerful or powerless—in turn controls our behavior.

Will public education begin to change the images of women in texts and the lives of women students in school? It is anticipated that individual teachers will alter their courses and texts and grow more sensitive to stereotyped expectations and behavior in the classroom. However, no larger, more inclusive reforms are visible: no remedial programs for counselors, no major efforts to "destereotype" vocational programs or kindergarten classrooms, and no major centers for curriculum reform.

The capacity exists for our nation to incorporate change. The story of our sophisticated scientific technology and the "accelerative thrust," which Toffler writes of in his book, *Future Shock*, validates this point and expands on the speed with which such incorporation can be accomplished. In fact, Toffler suggests that adaptability of institutions and individuals will become a necessary survival skill and with adaptability will come personal and institutional growth as well as a new sense of mastery over our own destinies.

The will to change must be awakened, challenged and channelled if institutions are to keep pace with serving the needs of the individual. If we refuse to accept and encourage change, America will become a well-appointed prison. A prison is still

a prison, and a healthy prisoner who uses his time to good advantage is still a prisoner.

Only through affirming and actualizing our human dignity and worth, individually and collectively, can we transcend irrational syndromes and shed our myopia with respect to sexual inequities.

Not until we can view our roles as human roles, joining together our aggregate talents, information, knowledge and ideas with the commonality of a deep abiding subscription to the dignity, worth and self-fulfillment of each without regard for arbitrary factors of sex, race and economic affluence, will it be possible for men of America to say to women of America, "I'm O.K.—You're O.K."

If women stopped colluding as willing slaves in the division of labor that now exists, men would be forced to begin to work with them in changing the process that creates this division. If women would stop suppressing their curiosity and ambition, men would stop suppressing their own emotions and humaneness. We could then count on the moral support of intelligent male and female citizens everywhere to help rid our nation of the vestigial hang ups that stand in the way of genuine equality or opportunity.

Black, brown, red, yellow and white people of America could say to each other, "I'm O.K.—You're O.K."

Educators of America, classical academicians and vocational-technical and career educators of America, could join hands and agree, "I'm O.K.—You're O.K."

The resources exist in our nation; the will to change must and does exist. It requires the mature, balanced courage of women in general and career educators (male and female) in particular to move with vigor into a leadership role, setting new directions, designing and implementing models in our schools to demonstrate, perpetuate and exemplify our nation's integrity by their example. A new set of values—stressing a collective consciousness as opposed to the old "I," "me," "mine" syndrome—must prevail.

A true republic "of, by and for the people," which "promotes the general welfare" through a changing innovative educational system would realize "liberty and justice for all" confirming the dignity and worth of every individual. This state of affairs would take our historical documents from beneath the plexiglass in the Archives and breathe life into them, making America a democracy.

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Technical Education Research Centers TERC

BARRIERS TO USING WOMEN'S TALENTS

From the moment we are born we begin to categorize people and things. We must continually discriminate between objects, psychologists have found, in order to survive. We must organize the bombarding stimuli from the outside world into intelligible perceptions. Categorizing provides predictability in a seemingly chaotic world.

But categorizing, like all good things, is counterproductive when it's overdone. It leads to rigidity and stagnation, to an authoritarian outlook, to inability to change a framework when the situation warrants it.

Occupational categorizing, which in a peasant society helped simplify the world of work, has come to harm all of us —white males as well as women and minorities—by delimiting the possible contributions of people to fields in which they may have little interest or ability. Because most women have been housewives or secretaries or teachers, and have seemingly been content in these roles, these have become the prescribed occupations for women. In technical fields, where there are too few women to counteract the male image, there is a vicious circle of obstacles to utilizing womanpower—or more broadly, humanpower.

Stereotyping may be the major obstacle, because it permeates our society and cannot be banished by fiat. But there are many other hurdles, just as looming to potential workers, which discourage or prohibit full participation in appropriate occupations.

Obstacles may range from the absence of a ladies room in university Engineering buildings to outright exclusion from jobs. They may be intentional, such as barring from executive facilities and professional groups, or they are simply

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Speech delivered by Mrs. Julie Kisielewski, Special Assistant to the Deputy Commissioner for Renewal, U. S. Office of Education, for Dr. Don Davies, Deputy Commissioner for Renewal, at the Regional Seminar/Workshop on Women in the World of Work, conducted by Technical Education Research Centers June, 1972.

oversights, such as the use of "Mr.," "Dear Sir," and masculine pronouns in communications. They may serve a purpose, say limiting competition, or be vestiges of a different social structure, like the lack of dependents coverage in fellowships or insurance for women.

Obstacles often reflect our ambivalent feelings about women: the superstition of tunnel workers that excludes women in construction sites, the reluctance of many workers—both men and women—to work for women, and the barriers to unattached women in country club memberships, stag clubs, and bull sessions, where deals are made and leads are picked up. They certainly correspond to the preponderance of men, and the male point of view, in decision-making positions in national, state and local administration, in vocational education and guidance, in industry, on advisory councils. And they result from the multiple forces that discourage talented women from seeking work: the lack of career orientation from childhood on, the misinterpretation of research on child development, the cost of good child care—if it is available at all—and the lack of 24-hour child care facilities for parents who must attend meetings, work late or travel.

Although these obstacles have kept most women out of all but stereotyped jobs, a few women have always opted for unconventional jobs. However, they have been considered novelties or freaks and therefore have not served as precedents for other women. If a woman fails in one of the traditionally male occupations, it may prevent future consideration of any women (although men have been known to fail without such consequences).

The failure of teachers or recruiters to think of girls for training in certain areas may preclude their entry. Apprenticeship, the traditional entry to skilled jobs, is rarely open to women or used by them. Less than one percent of registered apprentices are women, and these are in cosmetology and other "women's fields." But, according to their own statements, some girls are interested. For example, the 1969 standardization survey for the Ohio Vocational Interest Survey tallied girls' first choice preferences in such "masculine" areas as manual work, machine work, agriculture and applied technical work. The numbers did not begin to compete with the predictable choices for nursing, clerical work or social services. But there were the unconventional few whose interests, given the present school and occupational system, may eventually be snuffed out.

Even when they have the interest and ability, girls are steered into different occupations from similarly talented

boys. Caroline Bird, in her feminist book, *Born Female*, notes that women are employed to work on electronic circuits in factories, because such close work requires finger dexterity; yet they are discouraged from specializing in brain surgery because "it takes a steady hand." Women are steered away from accounting, because they supposedly have no head for figures, into occupations such as bookkeeping. In fact, decisions about which jobs are men's and which are women's differ from state to state and country to country.

Categorizing of certain occupations as "women's work" begins very early, before elementary school. Television, storybooks, comments of other children and adults, and reputable pre-school curricula encourage stereotypes, so that the child arriving at first grade may be astonished (or disappointed) to find out the principal is a woman.

Because these stereotypes are hammered in from birth and are reinforced by the scarcity of female models in certain jobs, a career education program must make a conscious effort to neutralize preconceptions and to encourage both girls and boys to try out subjects and occupations for which they have the ability.

Just as we need talented women in computer sciences and nuclear medicine, we need sensitive men in early childhood centers and in nursing. The artistic and emotional development of boys has been crippled as much as the scientific and athletic development of girls. And who knows what either group is capable of?

A study of students' home environments found that students with ability in mathematics were less protected than those with verbal ability. (And few parents are as protective of boys as they are of girls.) Another finding, derived from the National Assessment study also suggests that social pressures mold abilities. Boys and girls who were tested at nine years of age showed little difference in their scientific and writing abilities. Yet, there were widening gaps at ages 13, 17 and young adulthood.

Social pressures have steered women into occupations that would utilize their verbal abilities, attention to detail or "womanly touch:" teaching, nursing, social work, airline stewardess, receptionist. But these occupations, ironically, may be less suited for working wives and mothers than occupations considered more suitable for men. For example, a few weeks off for childbearing would cause problems for a teacher in the middle of the semester, but would require little or no change in a research scientist's work, which can be picked up

where it was left off. While a stewardess would find difficulty in combining child rearing with transatlantic flights, a job in mathematics or engineering might provide flexible hours and other advantages for mothers of young children.

We cannot limit such practical considerations to women; some young men are planning their work so they can spend time in child rearing. And we cannot assume that all women will be wives or mothers—girls will increasingly elect not to marry or have children. But we do need to open the eyes of educators and young people to all of the available choices and the implications of each choice for the total life pattern the boy or girl is considering. Do they work most efficiently in the morning, afternoon or evening? Do they thrive on frequent travel? What kind of working environment are they most comfortable in? How can they equip themselves for a constantly changing job market? These are some of the questions that a career education program would pose to students and help them formulate answers.

There is some confusion among many groups about what career education means, especially in relation to utilizing womanpower.

Career education is not simply a new name for vocational education. Although it includes vocational educators, it is broader in intent. Career education provides students with self awareness, an understanding of the role of work in society and knowledge about alternative jobs. Students are introduced to professional, artistic, public service and other careers along with the array of traditional vocational jobs. Experience in specific jobs is provided in addition to information about job clusters.

Rather than propose a monolithic program, career education is testing four approaches, each with its own local variations. School-based models in six communities, building on the best of current exemplary projects, are refining curricula, which will eventually stretch from kindergarten through grade 14. Each graduate from a model program would have the background for postsecondary training or education plus a skill that could be used in various jobs. For example, the Atlanta program is preparing a photography course for students in different grades.

Employer-based models are being designed by five regional laboratories to overcome obstacles to alternative experiences for "turned-off" students. A home and community-based model, which is particularly apt for women planning to reenter the job market, is developing pilot projects for television and

resource centers. And a residential model, covering the six states near Glasgow, Montana, offers comprehensive training for whole families who are locked in the poverty cycle.

The goals of the models have been developed around the objectives of the Career and Occupational Development test of the National Assessment study, which will provide a convenient comparison with nationwide achievement in these areas.

Career education is more than another unit crammed into the curriculum. Career orientation and exploration should be the responsibility of all teachers; for example, English teachers could steer good writers toward government offices, where lucid prose is sorely needed. Teacher training programs should also examine how the attitudes of teachers and fellow students discourage "cross-sex" activities. For example, in an experimental pre-school I recently visited, the teacher opened up role playing of community jobs to all children, over the objection that "girls can't be police chief." Sidney P. Marland, Jr., has repeatedly voiced his commitment that career awareness and preparation be a goal for <u>all</u> students.

Marland's commitment to career preparation has forced us to take a fresh look at the way we presently guide students toward careers. In even our best programs, the materials used to interest students in particular careers have often had the opposite effect of limiting, through pictures and text, the sexual, racial, and other characteristics considered "normal" for each job. Doctors are invariably white males, it seems. (Hasn't anyone heard of Janet Travell?) Nurses are white females, in spite of "Julia"; nurses aides are black women, and orderlies are black men.

In this reexamination, we are finding flaws in our laissez faire approach. Witness the oversupply of specialized professionals, the mismatch of workers and jobs, the aimlessness of many students, the unemployability of liberal arts graduates. The changing attitude of young people toward the meaning of work, and resulting financial rewards, has caused many employers and educators to rethink the employment process and the reward structure.

We no longer have to accept as given the stated requirements for many jobs such as arbitrary time schedules and job qualifications. As we move away from the five day, 40-hour week, we will find that more elements of the employment situation are negotiable. This flexibility will certainly reduce many obstacles to utilizing women's talents.

And there are other far-reaching changes in the making. The ten hour day in the four day week will further extend and underline the need for high quality, comprehensive day care. The year-round school, which is growing in appeal for other reasons, will eliminate one of the major obstacles to year-round employment of mothers.

With all of these changes revolutionizing the job market and the career concept, this is an especially critical time to examine and facilitate the use of women's talents as well as discover ways to overcome the remaining barriers —both long-term elimination of stereotyping and short-term changes in the ways we run our programs.

WHAT DOES IT MEAN TO BE A WOMAN?

(A SHARED EXPERIENCE IN EMPATHY)

What does it mean to be a woman? Can a man even attempt to answer that question?

He can try!

As Chairman of the House General Subcommittee on Education, I have been troubled with how little we know about the inner self of women as we try to develop concepts in career education for young women. And yet, career education for women may very well be one of the most pressing challenges in the 70's.

I was similarly troubled as I listened to the testimony of women during hearings by my committee on the Equal Employment Opportunities Act Amendment for women, which I co-sponsored.

The thought frequently struck me that men ought to know more about women and their feelings than revealed by a cold recitation of facts and statistics.

It occured to me that men can find a clue in some of our contemporary writings.

We must never ignore the humaneness and yes, even some humor, in trying to deal with programs in education that will meet the needs of women. For example, Judith Viorst expresses the feelings of many women today.

Speech delivered by Congressman Roman Pucinski, 11th District, Illinois, and Chairman, General Subcommittee on Education, U. S. House of Representatives, at the Regional Seminar/Workshop on Women in the World of Work conducted by the Technical Education Research Centers October, 1972.

Where Is It Written?[1]

Where is it written
That husbands get twenty-five dollar lunches and
invitations to South America for think conferences while
Wives get Cambell's black bean soup and a trip to the
firehouse with the first grade and
Where is it written
That husbands get to meet beautiful lady lawyers and
beautiful lady professors of Ancient History and
beautiful sculptresses and heiresses and poetesses
while
Wives get to meet the checker with the acne at the
Safeway and
Where is it written
That husbands get a nap and the Super Bowl on Sundays
while
Wives get to help color in the coloring book and
Where is it written
That husbands get ego gratification, emotional support
and hot tea in bed for ten days when they have
the sniffles while
Wives get to give it to them?

And if a wife should finally decide
Let him takes the shoes to the shoemaker and the children
to the pediatrician and the dog to the vet while
she takes up something like brain surgery or
transcendental meditation,
Where is it written
That she always has to feel
Guilty?

Women's liberation groups have their "consciousness raising" sessions. I have been having my own. Poetry has helped me better to understand the problems and to appreciate the roles of those socially responsible women who are working to see that women have equal rights and opportunities with men in the worlds of work, education, politics and the home. I am joining these women in their efforts.

Poetry has been a part of my "experience in empathy." In reading women's poems—that is, poems from the women's

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[1] Viorst, Judith. *It's Hard to be Hip Over Thirty and Other Tragedies of Married Life*, New American Library, New York, N. Y., 1970, p. 55. "Where Is It Written?" Copyright (c) 1968 by Judith Viorst.

point of view—I project my own consciousness into the being of the modern woman.

Under False Lashes[2/]

It is the last part of the twentieth century
And I am tired of making beds and lying in them.
I have earned ten Mays and two Octobers every year.
I have earned the right to be with the people I like
And to avoid the people I don't.
I have played so many roles the lines repeat themselves.
I have gone through every fashion cycle
And I know more than one way to make chocolate cake.

Is this what my life is supposed to be?
Is this what I was raised for?

Did I learn French in order to perfect my menu-reading?
And what does it do for my soul to translate escargots?

Somewhere between the Jazz Age and the Age of Liberation
I came of age.
But jazz is not the rhythm that generates me,
And liberation came too late to change my pre-cut life,
For even though the goals of liberation are the same
as mine,
I do not like the noisy ladies. Their strident voices
turn me off.
I am not sixteen. I am beyond the age of seeking.
I am not sixty. I am not yet at the age of resignation.
I am too young to die. I am too old to live it up.

This is a world for kids and geriatric patients.
Hey, mister, can't you see that
Under my false lashes
The tears are very real?

Judith Viorst expresses some ambivalence about women's liberation. Probably most women, facing the new realities of woman's roles, are just as ambivalent at times.

[2/]Wyse, Lois. *A Weeping Eye Can Never See*, Doubleday and Co., Inc., Garden City, N. Y., 1972.

Technical Education Research Centers TERC

A Women's Liberation Movement Woman[3]

When it's snowing and I put on all the galoshes
While he reads the paper,
Then I want to become a
Women's Liberation Movement woman.
And when it's vacation and I'm in charge of mosquito
bites and poison ivy and car sickness,
While he's in charge of swimming,
Then I want to become a
Women's Liberation Movement woman.
And when it's vacation and he carries the trunk and
the overnight bag and the extra blankets
While I carry the wig case,
Then I don't.
And when it's three in the morning and the baby
definitely needs a glass of water and I have
to get up and bring it
While he keeps my place warm,
Then I want to become a
Women's Liberation Movement woman.
And when it's three in the morning and there is
definitely a murderer-rapist in the vestibule and
he has to get up and catch him
While I keep his place warm,
Then I don't.

And after dinner, when he talks to the company
While I clean the broiler
(because I am a victim of capitalism, imperialism,
male chauvinism and also *Playboy* magazine),
And afternoons, when he invents that telephone and
wins the Dreyfus case and writes *War and Peace*
While I sort the socks
(because I am economically oppressed, physically
exploited, psychologically mutilated, and also
very insulted),
And after he tells me that it is genetically determined
that the man makes martinis and the lady makes beds
(because he sees me as a sex object, an earth mother,
a domestic servant, and also dumber than he is),
Then I want to become a
Women's Liberation Movement woman.
And after I contemplate
No marriage, no family, no shaving under my arms,
And no one to step on a cockroach whenever I need him,
Then I don't.

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[3] Viorst, Judith. *People and Other Aggravations*, World Publishing Co., Inc., New York and Cleveland, 1971, pp. 14-15. "A Women's Liberation Movement Woman" Copyright (c) 1970 by Judith Viorst.

Lois Wyse's poem, "Pardon Me, Sir, Do You Know Your Way Around Here?" is provocative and should give a man pause, unless he is hopelessly insensitive.

Pardon Me, Sir, Do You Know Your Way Around Here?[4/]

How in the world
Do you cope in a world
Where coping has gone out of style?

How do you cope in a society
where it is all right to be prettier than a man
and very bad to be stronger or smarter?

How do you cope in a community
that gives equal value to looks, brains,
and a closet full of Puccis?

How do you cope in a marriage
where a husband is supposed to feel humiliated
and inadequate
if his wife lives up to her full potential?

How do you cope in a world
that thinks coping is being what you aren't
so you can make him believe he is what he isn't?

Louder, please, Professor
I cannot hear a word you say.

One can easily imagine the male put down that caused Edna St. Vincent Millay to write:

Oh, oh, you will be sorry for that word;
Give back my book and take my kiss instead.
Was it my enemy or my friend I heard,
"What a big book for such a little head!"
Come, I will show you now my newest hat,
And you may watch me purse my mouth and prink!
Oh, I shall love you still and all of that,
I never again shall tell you what I think.
I shall be sweet and crafty, soft and sly;
You will not catch me reading any more;

[4/] Wyse, op.cit.

Technical Education Research Centers ERIC

I shall be called a wife to pattern by;
And some day when you knock and push the door,
Some sane day, not too bright and not too stormy,
I shall be gone, and you may whistle for me.5/

One of the most beautiful things to see is the growing, learning, developing, expanding, blooming human being. To grow, learn, develop and expand to the limits of one's possibilities should be the right of every human being.

Unfortunately, women have often been deprived of their full rights to develop to their potential. The history of American women is a regrettable example of tradition and prejudice as dark obstacles to the fullest development of the female. The little girl's toys, storybooks, games, and treatment by the adults in her life tend to lead her toward passivity and avoidance not of failure but of success——at least in the spheres of education and employment.

We have made woman a sex object; we have made her an earth mother; we have made her "helpmeet," but not the main character in her life's drama.

There is nothing wrong with attractiveness in the female —or the male. There is nothing wrong with being supportive, helpful, kind, and gentle. Women, I think, should be these things. Men, also, should be warm, giving, supportive, kind, helpful, and gentle with other human beings.

We have tried to build into boys ambition, toughness, strength, aggressiveness, objectivity. There is nothing wrong with being ambitious, tough, strong, aggressive, objective. These are necessary qualities for the male to have. They are equally good for the female.

Old sexual stereotypes must go. These stereotypes are going. They are going as we become increasingly aware of the ways in which we have in our homes, in our schools, and in the world of work limited women—and men—in achieving their fullest development as persons, as students and as workers.

We must help expand the vocational self concept of young girls. Toys, textbooks, classroom experiences must be oriented toward this goal. Parent education will also be useful.

5/ Millay, Edna St. Vincent. *Collected Poems*, Harper and Row, New York, 1923, p. 591.

We must open doors to increased opportunities for occupational preparation of women in a wide variety of fields, both those traditionally for women and those that are non-traditional. We must also encourage and recruit women to take advantage of expanded opportunities.

We must see that women are truly given full opportunity in the world of work for roles and responsibilities commensurate with their talents, training and experiences. And we will have to minimize the requirements of experience in some occupational situations until such time as old stereotypes are overcome. In certain areas, we have not really allowed for some of the experience that might make advancement possible.

We men must let women know that we appreciate their expanding involvement in many fields of endeavor. And we must be supportive partners and husbands in the same sense that we have expected wives to be supportive partners.

It will be a better world for all of us when both boys and girls can look forward to growing, learning, developing, expanding, blooming, and becoming all that they are capable of becoming. Sex must not be an impediment to human development. Our awareness must lead us to find better ways of achieving the fullest development of our girls and women—and our boys and men.

We must realize that achieving the fullest development of the female who has been the more limited also contributes to the development of the more privileged male. Everyone gains.

APPENDIX II

QUESTIONNAIRE AND RESULTS

In March, 1973, a follow-up questionnaire was sent to 185 persons who attended the Regional Seminar/Workshops. One hundred and thirty nine questionnaires or 75.1 percent were returned. Three were incomplete because two respondents had not attended for the full period, and one respondent has "not received any reports."

Percentage of responses by Region are: Region III, 70 percent; Region IV, 71.4 percent; Region V, 68.2 percent. Two anonymous responses could not be identified by region.

Total responses to each question are cited on the following questionnaire sample.

PLEASE RETURN WITHIN 10 DAYS! 171

RETURN TO:

Dr. Mary L. Ellis, Director
Technical Education Research Centers
2401 Virginia Avenue, N. W.
Suite 301
Washington, D. C. 20037

Ph. No. (202) 331-9590

(PLEASE PRINT OR TYPE)

NAME _____

TITLE _____

ADDRESS _____

_____

FOLLOW-UP QUESTIONNAIRE ON SEMINAR/WORKSHOP ON WOMEN IN THE WORLD OF WORK

	YES	NO	NO RESPONSE
1. Was your reaction to the Seminar/Workshop favorable?	132	2	2
2. Has your understanding of the educational and employment problems of girls and women increased as a result of the Seminar?	122	9	5
3. Do you feel girls and women are encouraged to prepare for non-stereotyped occupations?	42	94	0
4. Do you feel women receive equal pay for equal work?	17	117	2
5. Would you be willing to work for a competent woman?	131	3	2
6. Do you believe that women have been underprepared for non-stereotyped occupations?	111	21	4
7. Do you believe responsible women's rights groups have a positive contribution to make to society?	127	4	5
8. Would you vote for the Equal Rights Amendment?	116	13	7
9. Do you consider women to be emotionally stable to hold high level policy-making positions?	132	3	1
10. Since the Seminar, have you participated in other meetings on women in the world of work?	66	70	0
11. Have you related the basic concepts of the Seminar/Workshop to your associates?	133	1	2
12. Did the Seminar/Workshop make you aware of inequities which may exist for both men and women who wish to pursue non-stereotyped careers?	109	19	8

	YES	NO	NO RESPONSE
13. Did the Seminar/Workshop increase your awareness of laws and regulations with respect to the education and employment of women?	121	14	1
14. Has the Seminar caused you to be more open in your review of literature related to women in the world of work?	108	19	9
15. Did the Seminar cause you to be more aware of the stereotyping of women in the communications media?	101	31	4
16. Have you had an opportunity to employ or recommend a woman for a supervisory or policy-making position?	85	51	0
17. Have you had occasion to publicly speak out concerning sexual discrimination against both men and women?	86	49	1
18. Have you encouraged women to become active in labor unions and professional organizations?	91	42	3
19. Have you been involved in activities designed to improve educational and employment opportunities for girls and women?	122	13	1
20. Have you encouraged the establishment and continued operation of high quality day care centers?	71	58	7
21. Have you encouraged teacher educators to develop programs which will encourage both boys and girls to pursue non-stereotyped occupations and careers?	104	31	1
22. Have you suggested that educational and occupational stereotypes be eliminated from curriculum materials?	92	39	5
23. Have you discussed the problem of preparing women for the world of work with members of State Advisory Councils on Vocational Education?	62	71	3
24. Have you discussed the problem of preparing women for the world of work with members of State Boards of Education?	46	85	5
25. Have you discussed the problem of preparing women for the world of work with the Commission on the Status of Women?	19	114	3

COMMENTS: Please enumerate any special activities in which you have engaged related to women in the world of work and/or list additional comments. Use back of the page if necessary.

March 27, 1973

APPENDIX III

GENERAL PLANNING COMMITTEE

REGIONAL SEMINAR/WORKSHOPS ON WOMEN IN THE WORLD OF WORK
U. S. OFFICE OF EDUCATION
REGIONS III, IV, AND V

GENERAL PLANNING COMMITTEE

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Office of Research and Demonstration
Division of Utilization, Manpower Administration
U. S. Department of Labor
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Dr. Elizabeth J. Simpson, Director
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Bureau of Adult, Vocational and Technical Education
U. S. Office of Education
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Mrs. Isabelle S. Streidl, Chief
Division of Economic Status and Opportunities for Women
Women's Bureau
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Northwest Division, National Center for Improvement of Educational Systems
U. S. Office of Education
Washington, D. C.

Ms. Brenda White
Education Specialist
Career Education Branch
Northwest Division, National Center for Improvement of Educational Systems
U. S. Office of Education
Washington, D. C.

APPENDIX IV

LOCAL PLANNING COMMITTEES FOR EACH SEMINAR/WORKSHOP

REGIONAL SEMINAR/WORKSHOP ON WOMEN IN THE WORLD OF WORK
U. S. OFFICE OF EDUCATION
WILMINGTON, DELAWARE
REGION III

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Industrial Arts and Occupational
Programs
State Department of Public Instruction
Dover, Delaware

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Delaware State Advisory Council on
Vocational Education
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REGIONAL SEMINAR/WORKSHOP ON WOMEN IN THE WORLD OF WORK
U. S. OFFICE OF EDUCATION
RALEIGH, NORTH CAROLINA
REGION IV

LOCAL PLANNING COMMITTEE

DR. BOB CHILDERS, Executive Secretary
Commission on Occupational Education Institutions
Southern Association of Colleges and Schools
Atlanta, Georgia

DR. JOSEPH R. CLARY, Executive Director
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Technical Education Research Centers ERIC

REGIONAL SEMINAR/WORKSHOP ON WOMEN IN THE WORLD OF WORK
U. S. OFFICE OF EDUCATION
CHICAGO, ILLINOIS
REGION V

LOCAL PLANNING COMMITTEE

MR. HOMER EDWARDS, Program Officer
Adult, Vocational and Technical Education
U. S. Office of Education Region V
Chicago, Illinois

MR. WILLIAM L. LEWIS, Director
Adult, Vocational and Technical Education
U. S. Office of Education Region V
Chicago, Illinois

MR. ROY MC DERMOTT
Assistant State Director
Board of Vocational Education and Rehabilitation
Springfield, Illinois

MR. DARYL E. NICHOLS, Program Officer
Vocational and Technical Education
U. S. Office of Education Region V
Chicago, Illinois

APPENDIX V

AGENDA AND PARTICIPANTS LISTS

REGIONAL SEMINAR/WORKSHOP ON WOMEN IN THE WORLD OF WORK
SPONSORED BY U.S. OFFICE OF EDUCATION AND DELAWARE
STATE DEPARTMENT OF PUBLIC INSTRUCTION
CONDUCTED BY TECHNICAL EDUCATION
RESEARCH CENTERS, INC.

HOTEL DUPONT, WILMINGTON, DELAWARE
June 11-13, 1972

SUNDAY, JUNE 11

6:00-7:30 P.M. Registration and Social Hour (Gold Ballroom)

MONDAY, JUNE 12

General Meeting (Gold Ballroom)

8:30-9:00 A.M.	Chairman:	Dr. Mary Ellis, Director Technical Education Research Centers Washington, D.C.
	Introduction of Dr. Schramm:	Mrs. Elise Grossman, Vice President Delaware State Board of Education Wilmington, Delaware
	Welcome to Wilmington:	Dr. Patricia Schramm, Director Division of Social and Human Development Office of the Mayor Wilmington, Delaware
	Welcome and Remarks:	Dr. Kenneth Madden Superintendent of Public Instruction Dover, Delaware
9:00-9:40 A.M.	Topic 1:	The Composition and Changing Nature of the Nation's Labor Force
	Speaker:	Mrs. Mary Tobin, Regional Director Women's Bureau U.S. Department of Labor New York, N. Y.

	Questions and Answers	
9:40-10:20 A.M.	Topic 2:	Laws and Regulations Affecting the Education and Employment of Women
	Speaker:	Mrs. Elsa Glass, General Attorney Office of the General Counsel Equal Employment Opportunity Commission Washington, D.C.
	Questions and Answers	
10:20-10:35 A.M.	Coffee Break (Gold Ballroom Foyer)	
10:35-11:15 A.M.	Topic 3:	Reasons for Failure to Utilize Womanpower More Effectively
	Speaker:	Mrs. Julie Kisielewski, Special Asst. to the Deputy Commissioner for Renewal U.S. Office of Education Washington, D.C.
	Questions and Answers	
11:15-11:30 A.M.	Assignments to Workshops and Announcements	
12:00 NOON-2:00 P.M.	Luncheon (Gold Ballroom)	
	Introduction of the Governor:	Mrs. Martha Bachman, Chairman Delaware State Advisory Council on Vocational Education Dover, Delaware
	Remarks:	The Honorable Russell W. Peterson Governor of Delaware Dover, Delaware
2:00-4:00 P.M.	Workshop Group 1 (Georgian Room)	
	Leader:	Mr. Frank Arbaugh, State Supervisor Industrial Arts and Occupational Programs State Department of Public Instruction Dover, Delaware

Resource: Mrs. Mary Tobin, Regional Director
Women's Bureau
U.S. Department of Labor
New York, N. Y.

Summarizer: Dr. Melvin Garner, Assistant Director
Division of Vocational-Technical Education
Maryland State Department of Education
Baltimore, Maryland

2:00-4:00 P.M. Workshop Group 2 (Newcastle Room)

Leader: Senator Louise Connor
Legislative Hall
Dover, Delaware

Resource: Mrs. Elsa Glass, General Attorney
Office of the General Counsel
Equal Employment Opportunity Commission
Washington, D.C.

Summarizer: Mrs. Minnie Wynder
State Supervisor of Home Economics
State Department of Public Instruction
Dover, Delaware

2:00-4:00 P.M. Workshop Group 3 (Georgetown Room)

Leader: Mrs. Ruth Switzer Pearl
Secretary-Treasurer
BLS and Associates, Inc.
7244 - 15th Place, N.W.
Washington, D.C. 20012

Resource: Mrs. Julie Kisielewski
Special Assistant to the
Deputy Commissioner for Renewal
U.S. Office of Education
Washington, D.C.

Summarizer: Dr. Clodus Smith
Director of Summer Session
University of Maryland
College Park, Maryland

4:00-4:15 P.M.	Coffee Break (Gold Ballroom Foyer)	
4:15-5:15 P.M.	Workshop Group Reports (Gold Ballroom)	
	Group 1:	Dr. Melvin Garner, Summarizer
	Group 2:	Mrs. Minnie Wynder, Summarizer
	Group 3:	Dr. Clodus Smith, Summarizer
5:15-5:30 P.M.	Announcements:	Dr. Mary Ellis, Chairman

TUESDAY, JUNE 13

General Meeting (Gold Ballroom)

8:00-8:40 A.M.	Chairman:	Miss R. Eugenia Walters Research Associate Technical Education Research Centers Washington, D.C.
	Topic 4:	Issues Emerging From the Women's Rights Movement and Their Implications for Vocational-Technical and Career Education
	Speaker:	Dr. Jack Willers, Professor Philosophy of Education George Peabody College for Teachers Nashville, Tennessee
	Questions and Answers	
8:40-9:20 A.M.	Topic 5:	Career Education Concepts Associated With Women in the World of Work
	Speaker:	Dr. Elizabeth Simpson, Director Curriculum Center for Occupational and Adult Education Bureau of Adult, Vocational and Technical Education U.S. Office of Education Washington, D.C.

Questions and Answers

9:20-9:30 A.M. Assignments to Workshop Groups and Announcements

9:30-11:15 A.M. Workshop Group 4 (Georgian Suite)

Leader: Miss Mary V. Marks
Teacher and Leadership Education
Office of the Associate Commissioner
Bureau of Adult, Vocational and Technical Education
U.S. Office of Education
Washington, D.C.

Resource: Dr. Jack Willers, Professor
Philosophy of Education
George Peabody College for Teachers
Nashville, Tennessee

Summarizer: Mr. Frank Perazzoli, Program Specialist
Career Education Personnel Branch
Northwest Division, National Center for Improvement of Educational Systems
U.S. Office of Education
Washington, D.C.

9:30-11:15 A.M. Workshop Group 5 (Gold Ballroom Foyer)

Leader: Mr. Max Jobe, Executive Director
Maryland Advisory Council on Vocational-Technical Education
Annapolis, Maryland

Resource: Dr. Elizabeth Simpson, Director
Curriculum Center for Occupational and Adult Education
Bureau of Adult, Vocational and Technical Education
U.S. Office of Education
Washington, D.C.

Summarizer: Mrs. Barbara Simmons, President
BLS and Associates, Inc.
Washington, D.C.

12:00 Noon-2:00 P.M.	Luncheon (Gold Ballroom)
	Workshop Group Reports (Gold Ballroom)
	Group 4: Mr. Frank Perazzoli, Summarizer
	Group 5: Mrs. Barbara Simmons, Summarizer
	Implications: Dr. Mary Ellis, Director Technical Education Research Centers Washington, D.C.
2:00 P.M.	Adjournment

REGIONAL SEMINAR/WORKSHOP ON WOMEN IN THE WORLD OF WORK
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STATE DEPARTMENT OF PUBLIC INSTRUCTION
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RESEARCH CENTERS

HOTEL DUPONT, WILMINGTON, DELAWARE

JUNE 11-13, 1972

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REGIONAL SEMINAR/WORKSHOP ON WOMEN IN THE WORLD OF WORK
SPONSORED BY THE U. S. OFFICE OF EDUCATION CONDUCTED
BY TECHNICAL EDUCATION RESEARCH CENTERS, INC.

VELVET CLOAK INN, RALEIGH, NORTH CAROLINA

OCTOBER 22-24, 1972

SUNDAY, OCTOBER 22

5:00-6:30 P.M.	REGISTRATION	(Second Floor Lobby)
6:30-7:30 P.M.	SOCIAL HOUR	(Poolside)

MONDAY, OCTOBER 23

8:30-11:30 A.M.	GENERAL MEETING	(King Charles Room)
8:30-9:00 A.M.	CHAIRMAN:	Dr. Mary L. Ellis, Director Technical Education Research Centers Washington, D. C.
	INTRODUCTION OF SPEAKER:	Dr. Joseph R. Clary, Executive Director North Carolina State Advisory Council on Vocational Education Raleigh, North Carolina
	SPEAKER:	Dr. A. Craig Phillips Superintendent of Public Instruction State of North Carolina Raleigh, North Carolina
	TOPIC:	Educating All Youth
9:00-10:00 A.M.	PANEL:	
	TOPIC 1:	Composition of the Nation's Labor Force
	SPEAKER:	Mrs. Isabelle Streidl, Chief Division of Economic Status and Opportunities for Women Women's Bureau U. S. Department of Labor Washington, D. C.

	TOPIC 2:	Laws and Regulations Affecting the Education and Employment of Women
	SPEAKER:	Mrs. Gloria Johnson, Director Education and Women's Activities International Union of Electrical and Radio Machine Workers Washington, D. C.
	TOPIC 3:	Problems Associated with the Education and Employment of Women
	SPEAKER:	Miss Sherrie Mazingo Former Award-Winning Writer, Minneapolis Star Doctoral Fellow, Michigan State University East Lansing, Michigan
10:00-11:00 A.M.	DISCUSSION AND COFFEE	(King Charles Room)
11:00-11:30 A.M.	ASSIGNMENT TO WORKSHOP GROUPS AND ANNOUNCEMENTS	
12:00 NOON - 2:00 P.M.	LUNCHEON MEETING	(King William and Queen Mary Room)
	INTRODUCTION OF SPEAKER:	Dr. Floyd T. Christian Commissioner of Education State Department of Education Tallahassee, Florida
	SPEAKER:	Dr. Felix Robb, Director Southern Association of Colleges and Schools Atlanta, Georgia
2:00-4:00 P.M.	WORKSHOP GROUP 1A	(King Charles Room)
	LEADER:	Dr. Richard A. Baker, Executive Director Alabama Advisory Council on Vocational Education Auburn, Alabama
	RESOURCE:	Mrs. Isabelle Streidl, Chief Division of Economic Status and Opportunities for Women Women's Bureau U. S. Department of Labor Washington, D. C.
	SUMMARIZER:	Mr. Frank L. Perazzoli, Education Program Officer National Center for Improvement of Educational Systems U. S. Office of Education Washington, D. C.

2:00-4:00 P.M. WORKSHOP GROUP 1B (King William Room)

LEADER: Miss Nancy Ellen Lyles, Program Officer
Adult, Vocational and Technical Education
U. S. Office of Education, Region IV
Atlanta, Georgia

RESOURCE: Mrs. Isabelle Streidl, Chief
Division of Economic Status and Opportunities for Women
Women's Bureau
U. S. Department of Labor
Washington, D. C.

SUMMARIZER: Dr. John Coster, Director
National Center for Occupational Education
North Carolina State University
Raleigh, North Carolina

2:00-4:00 P.M. WORKSHOP GROUP 2A (Queen Mary Room)

LEADER: Mr. Alfred E. Jones, Director
Division of Post Secondary Vocational-Technical and Adult Programs
State Department of Education
Atlanta, Georgia

RESOURCE: Mrs. Gloria Johnson, Director
Education and Women's Activities
International Union of Electrical and Radio Machine Workers
Washington, D. C.

SUMMARIZER: Mrs. Dee Wilder, Information Specialist
Tennessee Research Coordinating Unit
Knoxville, Tennessee

2:00-4:00 P.M. WORKSHOP GROUP 2B (Queen Anne Room)

LEADER: Mrs. Ellen B. Coody, Executive Director
Georgia Vocational Association
Atlanta, Georgia

RESOURCE: Mrs. Gloria Johnson, Director
Education and Women's Activities
International Union of Electrical and Radio Machine Workers
Washington, D. C.

SUMMARIZER: Mr. Henry G. Heriot
Director of Personnel and Certification
State Committee for Technical Education
Columbia, South Carolina

Technical Education Research Centers ERIC

2:00-4:00 P.M.	WORKSHOP GROUP 3A	(Queen Victoria Room)
	LEADER:	Dr. Joseph R. Clary, Executive Director North Carolina State Advisory Council on Vocational Education Raleigh, North Carolina
	RESOURCE:	Miss Sherrie Mazingo Former Award-Winning Writer, Minneapolis Star Doctoral Fellow, Michigan State University East Lansing, Michigan
	SUMMARIZER:	Dr. Bob Childers, Executive Secretary Commission on Occupational Education Institutions Southern Association of Colleges and Schools Atlanta, Georgia
2:00-4:00 P.M.	WORKSHOP GROUP 3B	(Queen Elizabeth Room)
	LEADER:	Mr. Walter H. Clausen, Manager Management Services Department Honeywell, Inc. Clearwater, Florida
	RESOURCE:	Miss Sherrie Mazingo Former Award-Winning Writer, Minneapolis Star Doctoral Fellow, Michigan State University East Lansing, Michigan
	SUMMARIZER:	Mrs. Patricia T. Sites, Associate Dean Technical and Career Education Prince George's Community College Largo, Maryland
4:00-5:00 P.M.	WORKSHOP GROUP REPORTS	(King Charles Room)
	GROUP 1A:	Mr. Frank L. Perazzoli
	GROUP 1B:	Dr. John K. Coster
	GROUP 2A:	Mrs. Dee Wilder
	GROUP 2B:	Mr. Henry G. Heriot
	GROUP 3A:	Dr. Bob Childers
	GROUP 3B:	Mrs. Patricia T. Sites
5:00-5:15 P.M.	ANNOUNCEMENTS:	Dr. Mary L. Ellis, Chairman

TUESDAY, OCTOBER 24

8:30-9:30 A.M.	GENERAL MEETING	(King Charles Room)
	CHAIRMAN:	Miss R. Eugenia Walters Research Associate Technical Education Research Centers Washington, D. C.
	PANEL:	
	TOPIC 4:	Should Women Have Equal Education and Employment Opportunities?
	SPEAKER:	Mrs. Barbara Simmons, President BLS and Associates, Inc. Washington, D. C.
	TOPIC 5:	Issues Emerging From the Women's Rights Movement and Their Implications for Vocational-Technical and Career Education
	SPEAKER:	Dr. Jack Willers, Professor Philosophy of Education George Peabody College for Teachers Nashville, Tennessee
	TOPIC 6:	Career Education Concepts Associated with Women in the World of Work
	SPEAKER:	Dr. Elizabeth Simpson, Director Curriculum Center for Occupational and Adult Education U. S. Office of Education Washington, D. C.
9:30-10:00 A.M.	DISCUSSION AND COFFEE	(King Charles Room)
	WORKSHOP GROUP 4A	(King William Room)
	LEADER:	Mrs. Xernona Clayton Hostess, The "Xernona Clayton Show" Atlanta, Georgia
	RESOURCE:	Mrs. Barbara Simmons, President BLS and Associates, Inc. Washington, D. C.

Technical Education Research Centers ERC

SUMMARIZER: Ms. Mollie Shook
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WORKSHOP GROUP 4B (Queen Mary Room)

LEADER: Mrs. Joyce P. Logan, Regional Coordinator
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Madisonville Area Vocational School
Madisonville, Kentucky

RESOURCE: Mrs. Barbara Simmons, President
BLS and Associates, Inc.
Washington, D. C.

SUMMARIZER: Dr. Joseph R. Clary, Executive Director
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Vocational Education
Raleigh, North Carolina

WORKSHOP GROUP 5A (Queen Anne Room)

LEADER: Dr. Bob Childers, Executive Secretary
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Atlanta, Georgia

RESOURCE: Dr. Jack Willers, Professor
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Nashville, Tennessee

SUMMARIZER: Dr. Lillian B. Johnson
Sociologist
Raleigh, North Carolina

WORKSHOP GROUP 5B (Dr. Mary Ellis' Suite)

LEADER: Mrs. Donna M. Seay, Director
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Technical Education Research Centers
Montgomery, Alabama

RESOURCE: Dr. Jack Willers, Professor
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Nashville, Tennessee

SUMMARIZER: Mr. Lowery L. Beck, Executive Director
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Vocational Education
Nashville, Tennessee

WORKSHOP GROUP 6A (Queen Victoria Room)

LEADER: Mr. Billy R. Howard, Executive Director
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Frankfort, Kentucky

RESOURCE: Dr. Elizabeth J. Simpson, Director
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U. S. Office of Education
Washington, D. C.

SUMMARIZER: Miss Virginia Lee Pratt, Director
State Supported Schools
Capitol Plaza Tower
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WORKSHOP GROUP 6B (Queen Elizabeth Room)

LEADER: Mr. R. Barton Hayes, Chairman
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State Board of Education
Hudson, North Carolina

RESOURCE: Dr. Elizabeth J. Simpson, Director
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SUMMARIZER: Mr. Charles Elder, Chief
Employer Services
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Oak Ridge, Tennessee

12 NOON-2:00 P.M. LUNCHEON MEETING (King Charles Room)

INTRODUCTION OF SPEAKER: Dr. A. Craig Phillips
Superintendent of Public Instruction
State of North Carolina
Raleigh, North Carolina

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SPEAKER: Mrs. Elizabeth Koontz
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GROUP 4B: Dr. Joseph R. Clary

GROUP 5A: Dr. Lillian B. Johnson

GROUP 5B: Mr. Lowery L. Beck

GROUP 6A: Miss Virginia Lee Pratt

GROUP 6B: Mr. Charles Elder

IMPLICATIONS: Dr. Mary L. Ellis

REGIONAL SEMINAR/WORKSHOP ON WOMEN IN THE WORLD OF WORK
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BISMARCK HOTEL, CHICAGO, ILLINOIS

OCTOBER 29-31, 1972

SUNDAY, OCTOBER 29

5:00-6:30 P.M.	REGISTRATION	(Main Lobby)
6:30-7:30 P.M.	SOCIAL HOUR	(Parlors E and F)

MONDAY, OCTOBER 30

8:30-11:30 A.M.	GENERAL MEETING	(Lincoln Room)
8:30-8:35 A.M.	CHAIRMAN:	Dr. Mary L. Ellis, Director Technical Education Research Centers Washington, D. C.
8:35-8:40 A.M.	OPENING REMARKS:	Mr. William L. Lewis, Director Adult, Vocational and Technical Education U. S. Office of Education, Region V Chicago, Illinois
8:40-9:00 A.M.	WELCOME:	Mr. Sherwood Dees, State Director Vocational Education Springfield, Illinois
9:00-10:00 A.M.	PANEL:	
	TOPIC 1:	Composition of the Nation's Labor Force
	SPEAKER:	Mrs. Isabelle Streidl, Chief Division of Economic Status and Opportunities for Women Women's Bureau U. S. Department of Labor Washington, D. C.
	TOPIC 2:	Laws and Regulations Affecting the Education and Employment of Women

	SPEAKER:	Mr. Elmer W. McLain, Director Chicago Region, Equal Employment Opportunity Commission Chicago, Illinois
	TOPIC 3:	Problems Associated With the Education and Employment of Women
	SPEAKER:	Miss Sherrie Mazingo Former Award-Winning Writer, Minneapolis Star Doctoral Fellow, Michigan State University East Lansing, Michigan
10:00-11:00 A.M.	DISCUSSION AND COFFEE	(Lincoln Room)
11:00-11:30 A.M.	ASSIGNMENT TO WORKSHOP GROUPS AND ANNOUNCEMENTS	
12:00 NOON - 2:00 P.M.	LUNCHEON MEETING	(Maximilian Room)
	INTRODUCTION OF SPEAKER:	Dr. Michael J. Bakalis Superintendent of Public Instruction Springfield, Illinois
	ADDRESS:	The Honorable Roman C. Pucinski Congressman Eleventh Congressional District, Illinois
2:00-4:00 P.M.	WORKSHOP GROUP 1	(Parlor D)
	LEADER:	Professor Jerry S. Dobrovolny Member, National Advisory Council on Vocational Education and Head, Department of General Engineering University of Illinois Urbana, Illinois
	RESOURCE:	Mrs. Isabelle Streidl, Chief Division of Economic Status and Opportunities for Women Women's Bureau U. S. Department of Labor Washington, D. C.
	SUMMARIZER:	Mr. John J. Shannon, Executive Director Ohio Advisory Council for Vocational Education Columbus, Ohio

2:00-4:00 P.M.	WORKSHOP GROUP 2	(Parlor E)
	LEADER:	Ms. Marlene Zalutsky Director, Community Relations Office of the Superintendent of Public Instruction Chicago, Illinois
	RESOURCE:	Mr. Elmer W. McLain, Director Chicago Region, Equal Employment Opportunity Commission Chicago, Illinois
	SUMMARIZER:	Dr. David C. Bjorkquist, Chairman Department of Trade and Industrial Education University of Minnesota Minneapolis, Minnesota
2:00-4:00 P.M.	WORKSHOP GROUP 3	(Parlor F)
	LEADER:	Mr. Don K. Gentry State Director of Vocational Education Indianapolis, Indiana
	RESOURCE:	Miss Sherrie Mazingo Former Award-Winning Writer, Minneapolis Star Doctoral Fellow, Michigan State University East Lansing, Michigan
	SUMMARIZER:	Mr. William E. Nagel, Executive Director Advisory Council on Vocational Education Springfield, Illinois
4:00-5:00 P.M.	WORKSHOP GROUP REPORTS	(Lincoln Room)
	GROUP 1:	Mr. John J. Shannon
	GROUP 2:	Dr. David C. Bjorkquist
	GROUP 3:	Mr. William E. Nagel
5:00-5:15 P.M.	ANNOUNCEMENTS:	Dr. Mary L. Ellis, Chairman

TUESDAY, OCTOBER 31

8:30-9:30 A.M.	GENERAL MEETING	(Lincoln Room)
	CHAIRMAN:	Miss R. Eugenia Walters, Research Associate Technical Education Research Centers Washington, D. C.

Technical Education Research Centers ERIC

PANEL:

TOPIC 4: Should Women Have Equal Education and Employment Opportunities?

SPEAKER: Mrs. Barbara Simmons, President
BLS and Associates, Inc.
Washington, D. C.

TOPIC 5: Issues Emerging From the Women's Rights Movement and Their Implications for Vocational-Technical and Career Education

SPEAKER: Dr. Jack Willers, Professor
Philosophy of Education
George Peabody College for Teachers
Nashville, Tennessee

TOPIC 6: Career Education Concepts Associated with Women in the World of Work

SPEAKER: Dr. Elizabeth J. Simpson, Director
Curriculum Center for Occupational and Adult Education
U. S. Office of Education
Washington, D. C.

9:30-10:00 A.M. DISCUSSION AND COFFEE (Lincoln Room)

10:00 A.M. - 12:00 NOON WORKSHOP GROUP 4 (Parlor D)

LEADER: Mr. William L. Lewis, Director
Adult, Vocational and Technical Education
U. S. Office of Education, Region V
Chicago, Illinois

RESOURCE: Mrs. Barbara Simmons, President
BLS and Associates, Inc.
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SUMMARIZER: Mr. Sheadrick A. Tillman, IV, Liaison Officer
Division of Vocational and Technical Education
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10:00 A.M. - 12:00 NOON WORKSHOP GROUP 5 (Parlor E)

LEADER: Mrs. Jane Preston, Consultant
Division of Vocational-Technical Education
St. Paul, Minnesota, and
Ex Officio Member, Advisory Committee
Women's Division, Department of Human Rights

	RESOURCE:	Dr. Jack Willers, Professor Philosophy of Education George Peabody College for Teachers Nashville, Tennessee
	SUMMARIZER:	Dr. Mary T. Rogers, Director Adult and Continuing Education Services Michigan Department of Education Lansing, Michigan
10:00 A.M. - 12:00 NOON	WORKSHOP GROUP 6	(Parlor F)
	LEADER:	Mr. Dirk V. Graye, Personnel Officer Department of Public Instruction 126 Langdon Street Madison, Wisconsin
	RESOURCE:	Dr. Elizabeth J. Simpson, Director Curriculum Center for Occupational and Adult Education U. S. Office of Education Washington, D. C.
	SUMMARIZER:	Dr. Duane R. Lund Superintendent of Schools Staples Public Schools Staples, Minnesota, and Member, National Advisory Council on Vocational Education
12:00 NOON - 2:00 P.M.	LUNCHEON MEETING	(Maximilian Room)
	WORKSHOP GROUP REPORTS	
	GROUP 4:	Mr. Sheadrick A. Tillman, IV
	GROUP 5:	Dr. Mary T. Rogers
	GROUP 6:	Dr. Duane R. Lund
	IMPLICATIONS:	Dr. Mary L. Ellis

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